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ABSTRACT

This edition highlights two topic areas. A new chart summarizes and updates information on state testing requirements for certification and for entry to or exit from teacher education progams. State activity in the area of early childhood education provides the second highlight. Documenting a variety of reforms, this survey also tracks eight topics followed in previous editions: (1) admission standards; (2) program curricula; (3) standards boards; (4) irregular certification routes; (5) incentives; (6) beginning teacher induction; (7) resources for practitioner inservice; and (8) minority teacher recruitment. Information is summarized in the appendices on: (1) capacity for building for Schools, Colleges, and Departments of Education (SCDEs); (2) faculty development for SCDEs; and (3) research/data/evaluation. (JD)

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American Association of Colleges for Teacher Education

Teacher Education Policy in the States:

A 50-STATE SURVEY OF LEGISLATIVE AND ADMINISTRATIVE ACTIONS

June 1988

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The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary, institutional membership organization committed to the improvement of human services through education. Its special charge is strengthening collegiate-based preparation of educational personnel. AACTE's membership is open to institutions of higher education with accredited schools, colleges, or departments of education. Approximately 85% of all individuals who receive initial certification each year are prepared by AACTE's more than 700 member institutions.

AACTE operates the State Issues Clearinghouse to monitor and analyze state reform via the biannual survey, Teacher Education Policy in the States. The Clearinghouse is supported by AACTE and a grant from the Ford Foundation.

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INTRODUCTION

Teacher education continues to be a major component of state educational reform efforts. Rather than comprehensive education bills, state activity currently focuses on implementing portions of previous legislative mandates. Only one state, West Virginia, plans to consider an omnibus education bill during the first half of 1988. Several states, however, report continued pilot-testing or final phase-in of mandated programs as well as new initiatives and task force studies in specific areas.

This edition of Teacher Education Policy in the States highlights two topic areas. A new chart summarizes and updates information on state testing requirements for certification and for entry to or exit from teacher education programs. Only five states--Alaska, Iowa, South Dakota, Utah, and Vermont--report no legislative mandate or active program requiring written examinations.

State activity in the area of early childhood education (ECE) provides the second highlight of this edition. Though not previously monitored through the State Issues Clearinghouse, this topic has emerged as a major policy concern at both the state and federal level. Information in this category covers activity relating to prekindergarten programs whose primary purpose is educational (i.e., not day care). Nine states reported no activity on this issue. Twelve states sponsor preschool programs, offering primarily monetary support and leaving daily operations to LEAs. Efforts in an additional seven states range from preliminary discussion of the issue to concrete proposals. For example, governors in Michigan and Minnesota earmarked funds in their proposed budgets this year for ECE programs to serve at-risk four year-olds. Furthermore, 23 states now offer a special certificate or endorsement to teach preschoolers. Eight of these require preschool instructors to hold this certification.

Documenting a variety of reforms, this survey also tracks eight topics followed in previous editions. All states except Connecticut, Maine, and South Dakota have a designated standards board or like body. Arizona is the only state in the last six months to implement a new irregular certification route. Thirty-eight states have a scholarship, loan, and/or fellowship program for prospective teachers. Most of these programs target instructors willing to teach in geographic or subject shortage areas. With many states under tight budgets, only six states reported appropriations for salary increases during 1988-89. Mississippi provided the most ambitious increase proposal, an average of $3,500, which passed the legislature this spring. Ten states report no uniform statewide induction program or guidelines for local beginning teacher projects. The remaining 40 states and the District of Columbia are evenly split between those having formal, mandated programs and those with LEA induction initiatives. Activity on the minority teacher recruitment issue is occurring in 30 states. Though student financial aid measures are the most popular general incentive, only five states offer targeted scholarship or loan programs. A new regional minority recruitment project with five collaborating states also is reported in this edition.

State Required Entry and Exit/Certification Examinations as of 6/88*

STATE	SCDE ENTRANCE EXAM	CUTSCORES	EXIT/CERTIFICATION EXAM	CUTSCORES
ALABAMA	1) SAT or ACT 2) Alabama English Language Proficiency Test (ELPT)	1) 745 or 16 2) 70+	Alabama Initial Teacher Certification Test	70+
ALASKA	No examinations			
ARIZONA	P-PST	none	1) Arizona Teacher Proficiency Exam (BS) or P-PST entry scores 2) ATPE (PK)	1) 80% or M: 122, R: 173, W: 174 2) 50%
ARKANSAS	P-PST	to be set by 9/88	NTE	PK: 634; CA: 450-570
CALIFORNIA	CBEST	total of 123, no score under 37 →		by SCDE exit
COLORADO	1) CAT 2) SAT or ACT (one of three additional requirement options)	1) 75%+ 2) 820 or 19	PK, CA tests mandated by 1990	
CONNECTICUT	Connecticut Competency Exam for Prospective Teachers (BS) or SAT or ACT	M: 70%, R: 71%, W: 75%, or 1000 (≥ 400/section) or 24	1) NTE 2) state-developed exam by 5/90 for elementary certification candidates	1) CA exam validation in progress; cutscores in 24 areas to be set by 12/89
DELAWARE	P-PST	M: 175, R: 175, W: 172 →		by SCDE exit
DISTRICT OF COLUMBIA			pilot-testing BS and PK exams	
FLORIDA	1) SAT or ACT 2) College Level Academic Skills Test (BS)	1) 40% 2) passing score	Florida Teachers Certification Exam (PK, CA)	PK: validation in progress CA: validation in progress, full implementation by 10/89
GEORGIA	Regents' Test	passing score	Teacher Certification Test (CA)	scores vary
HAWAII			NTE	CS: 651; GK: 647; PK: 648
IDAHO			NTE	CS: 652; GK: 646; PK: 648
ILLINOIS			Illinois Certification Testing System (grammar, M, R, W, CA)	passing scores
INDIANA			1) NTE 2) Indiana Tailored Testing Program (CA)	1) CS: 653; GK: 647; PK: 646 2) scores vary
IOWA	No Examinations (Pilot P-PST and NTE PK & CA in 1986; no further action taken)			
KANSAS			1) P-PST 2) NTE	1) M: 168; R: 168; W: 170 2) PK: 642
KENTUCKY	ACT-COMP or CBEST	19 or 12.5 grade level equivalent	NTE	CS: 643; GK: 637; PK: 641; CA: 470-550 (Note: as of 1/89, CS: 646; GK: 643; PK: 644; CA: 480-550)
LOUISIANA	NTE	CS: 645; GK: 644	NTE	PK: 645; CA: 470-580
MAINE			NTE	CS: 656; GK: 649; PK: 648
MARYLAND			NTE	CS: 648; GK: 645; PK: 648
MASSACHUSETTS			CA, CS, and language skills exams mandated; 1989 implementation target	CA: NTE validation in progress CS and LS: being developed
MICHIGAN			BS, CA tests mandated by 1990	
MINNESOTA			P-PST	M: 169; R: 173; W: 172

MISSISSIPPI	ACT-COMP OR P-PST	scores vary by IHE	NTE	CS: 644; GK: 639; PK: 642; CA: 470-520 (*Note:* as of 9/88, CS: 647; GK: 642; PK: 645; CA: 490-570)
MISSOURI	SAT or ACT	800 or 18	1) College Basic Academic Skills Examination after 9/88 2) additional exit assessment mandated; no target date	1) passing score 2) options under consideration
MONTANA			NTE	CS: 648; GK: 644; PK: 648
NEBRASKA	P-PST	M: 171; R: 170; W: 172		
NEVADA	P-PST	M: 169; R: 169; W: 170	NTE	PK and CA validation in progress
NEW HAMPSHIRE			P-PST or "equivalent evidence"	M: 174; R: 173; W: 175
NEW JERSEY			NTE	GK: 646; CA: 510-570 (*Note:* as of 9/88, GK: 649; CA: 520-580)
NEW MEXICO			NTE	CS: 644; GK: 645; PK: 630; CA: vary
NEW YORK			NTE	CS: 650; GK: 649; PK: 646; CA: validation in progress
NORTH CAROLINA	NTE	CS: 636; GK: 631	NTE	PK: 644; CA: 470-550
NORTH DAKOTA			any nationally-standardized BS, PK, and CA exams; choice left to IHE discretion	
OHIO			GK, PK, and CA exams mandated	validation during 1989-90
OKLAHOMA	P-PST	validation in progress; 1989 implementation target	Oklahoma-/NES-developed CA exams	scores vary
OREGON	CBEST	total 123; no score under 37	PK and CA exams for postbaccalaureate programs	validation in progress
PENNSYLVANIA			Pennsylvania Teacher Certification Testing Program (BS, GK, CA)	validation in progress
RHODE ISLAND			NTE	CS: 657; GK: 649; PK: 648
SOUTH CAROLINA	South Carolina Entrance Examination (BS)	M: 40/56; R: 45/56; W: 3.0 out of 4.0	NTE	PK: validation in progress; CA: scores vary
SOUTH DAKOTA	No Examinations (rule requiring NTE, CS, PK, and CA exams dropped)			
TENNESSEE	P-PST	M: 169; R: 169; W: 172	NTE	CS: 647; GK: 644; PK: 639; CA: 480-550 (*Note:* as of 9/88, CS: 651; GK: 647; PK: 643)
TEXAS	P-PST	M: 172; R: 172; W: 173	Examination for the Certification of Education in Texas (PK, CA)	scores vary
UTAH	No Examinations			
VERMONT	No Examinations			
VIRGINIA			NTE	CS: 649; GK: 639; PK: 643; CA: 470-580
WASHINGTON	Washington Pre-College Test or equivalent on SAT, ACT, GRE	80/subtest ($\geq$ statewide median as of 7/89)	PK exam mandated by 9/93	development in progress
WEST VIRGINIA	1) P-PST 2) ACT-COMP (speaking component) 3) IHE-developed listening test	M: 172; R: 172; W: 171 2) passing score 3) passing score	NES-developed CA exams	scores vary
WISCONSIN	P-PST	M: 173; R: 175; W: 174	CA exams mandated by 8/88	to be set by 1990
WYOMING	CAT	70%		

*See page vii for acronym definitions.

PRIMARY CATEGORIES

STANDARDS: Authorized measures of quality or competency which affect the teaching profession. Standards for entry to and exit from SCDEs are the major, though not exclusive, focus of this heading.

PROGRAM CURRICULA: Mandated changes in state guidelines for program approval or in program standards which affect the number, content, scope, or sequence of SCDE courses.

STANDARDS BOARDS: Any official state entity which recommends or establishes standards for SCDE entry and exit, for program approval, and for certification. This type of agency may have final regulatory authority or may simply advise other state policymakers.

IRREGULAR CERTIFICATION ROUTES: Any route to certification which is not a state-approved, IHE-based, degree-granting teacher preparation program.

INCENTIVES: Policies which increase the attractiveness of the teaching profession. Incentives include college scholarships, forgivable loans, salary increases, merit pay, mentor teacher programs, etc.

BEGINNING TEACHER INDUCTION: Any state-sponsored activity which offers evaluation and/or support of employed beginning teachers.

RESOURCES FOR PRACTITIONER INSERVICE: Any state regulations or funding directed toward continued professional development for certified personnel.

MINORITY TEACHER RECRUITMENT: State-sponsored studies, proposals, legislation, etc. to address the problem of a recent decline in the numbers of minorities entering the teaching profession. Activity reported includes college work-study, scholarship, and other programs which recruit minority students into higher education and into teaching, specifically.

EARLY CHILDHOOD EDUCATION: Any state policies or activities relating to prekindergarten programs whose primary purpose is educational (i.e., not day care). Information includes the following: whether a state funds or operates preschool programs for non-special education children; whether a state offers a certificate or endorsement in ECE; and, if so, whether this certificate or endorsement is required to teach in preschools.

APPENDIX CATEGORIES

NOTE: The following categories were monitored in previous surveys. As action on these topics has slowed and is confined to a few states, pertinent information is summarized in three appendices:

CAPACITY BUILDING FOR SCDEs: Any state-supported activity which generates changes in the ability of SCDEs to deliver services to the field of teacher preparation.

FACULTY DEVELOPMENT FOR SCDEs: State-level activity which funds or mandates professional development for faculty members of SCDEs.

RESEARCH/DATA/EVALUATION: Any state activity regarding teacher education research, data collection and dissemination, and/or program evaluation.

ACRONYMS

AACTE	American Association of Colleges for Teacher Education
ACT	American College Test
BOR	Board of Regents
CAT	California Achievement Test
CBEST	California Basic Skills Test
CEU	Continuing Education Unit
COMP	College Outcome Measures Project Test
CSSO	Chief State School Officer
DPI	Department of Public Instruction
ECE	Early Childhood Education
ETS	Educational Testing Service
GPA	Grade Point Average
IHE	Institution of Higher Education
K	Kindergarten
LEA	Local Education Agency
NASDTEC	National Association of State Directors of Teacher Education and Certification
NCATE	National Association for Accreditation of Teacher Education
NES	National Education Systems
NTE	National Teachers Examination (CA: content area; CS: communication skills; GK: general knowledge; PK: professional knowledge)*
preK	prekindergarten
P-PST	Pre-Professional Skills Test (M: mathematices; R: reading; W: writing)*
SAT	Scholastic Aptitude Test

SBE	State Board of Education
SCDE	Schools, Colleges, and Departments of Education
SDE	State Department of Education
SEA	State Education Agency
SREB	Southern Regional Education Board

* Subheading acronyms are also used for state-developed examinations.

ALABAMA

STANDARDS: Admission to undergraduate teacher education programs requires successful completion of the following: 1) a total of 60 semester or 90 quarter hours of coursework, of which 48 and 72 hours, respectively, must be in general studies; 2) a score of 745 on the SAT or 16 on the ACT; 3) a GPA of 1.2 on a 3.0 scale; 4) a score of 70+ on the Alabama English Language Proficiency Test (ELPT); 5) an interview based on criteria developed by the IHE and approved by the SDE.

Nineteen of the state's 30 IHEs that have teacher education programs now offer a new master's degree program. (NOTE: SCDEs must award both baccalaureate and graduate degrees to be eligible to offer the new master's; all eligible institutions currently offer the program.) Full implementation occurred in fall 1986 after the SBE adopted standards for this nontraditional, fifth-year program. Admission requires successful completion of the following: 1) a bachelor's degree from a regionally accredited institution; 2) a GPA of 2.75 on a 4.0 scale; 3) a score of 70+ on the ELPT; 4) a score of 70+ on the Alabama Initial Teacher Certification Test (AITCT). To graduate, students in both elementary and secondary education must complete 39 semester or 60 quarter hours of graduate coursework, of which 12 and 20 hours, respectively, must be in subject area studies. They must also have 10 weeks of full-time student teaching experience totaling a minimum of 300 clock hours.

Certification candidates must pass the AITCT with a score of 70+. A court order from a discrimination suit recently called for the elimination of the professional knowledge portion of the AITCT. (See section on Minority Teacher Recruitment.) The test now covers teaching content area only. In addition, SEA officials who review certification cases may consider GPA in lieu of the AITCT for candidates not obtaining the minimum passing score on the test.

PROGRAM CURRICULA: The SBE postponed action on a recommendation by the Alabama Education Reform Commission that prospective teachers major in an academic discipline rather than in education. The SBE rejected an earlier recommendation that NCATE accreditation be required of all SCDEs by 1991. Alabama is a NASDTEC affiliated state and uses state-developed standards for program approval.

STANDARDS BOARDS: Approximately 30 members comprise the Alabama State Advisory Committee on Teacher Education and Certification. Membership draws from various groups, including teachers, administrators, teacher educators, LEA boards, and the public. Regulations do not stipulate specific numbers of representatives that must serve from each group; thus the committee's composition varies with appointments. Constituent groups nominate and the state superintendent appoints members for three-year terms. Although the committee does not have final regulatory authority, any proposed change in teacher education or certification must have the committee's approval.

IRREGULAR CERTIFICATION ROUTES: When a fully certified teacher is unavailable for a job opening, a superintendent may request issuance of a one-year provisional certificate to fill the slot. Candidates for provisional certification must have a minimum of 64 semester or 96 quarter hours of college credits earned at a regionally-accredited four-year institution. The state may reissue the certificate only if an approved plan for obtaining a professional certificate in a reasonable period accompanies the second provisional certificate application. Renewal beyond the second year requires annual completion of six semester hours toward a professional certificate. Officials must present evidence of coursework to the LEA and the SDE before September 1 of the school year for which the certificate is requested. The state issued less than 120 of these certificates for 1986-87.

INCENTIVES: The Alabama Commission on Higher Education awards scholarships of no more than $4,000 per year to students who intend to teach mathematics, science, or computer science. Scholarships are also available to teachers for retraining in these or other shortage areas. Recipients agree to teach in state for three years for each year of scholarship aid received. Total program funding for 1987-88 is $954,423.

For the 1985-86 school year, the state legislature approved salary increases of 15% for tenured and 5% for nontenured teachers. The Alabama Education Reform Commission created a plan to link further salary increases with movement up a career ladder. The state funded and implemented Phase 1 of this plan. Approved by the legislature in May 1985, this phase included developing an instrument to evaluate teachers, training evaluators, and pilot-testing the evaluation instrument. Pilot tests began in January 1987. Phase 2 would have implemented the career ladder and provided salary increases commensurate with movement between levels; however the legislature recently repealed the law authorizing the career ladder program.

BEGINNING TEACHER INDUCTION: The SDE is considering a recommendation from an Alabama Education Reform Commission report to develop a beginning teacher intern program.

RESOURCES FOR PRACTITIONER INSERVICE: The state established 11 professional development centers in September 1985. The centers' funding level for fiscal 1988 is $2 million. All districts are affiliated with one of the centers and may incorporate center programs into their respective professional development plans. The state requires LEAs to submit these plans for approval.

Beginning September 1, 1989, teachers employed for less than half the validity period of their certificates must complete 12 semester or 18 quarter hours of coursework for certificate renewal. Prior coursework requirements varied by certification area.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

A case related to this issue arose in 1981. During that year, three people who failed the AITCT filed suit against the SBE charging discrimination on the basis of race. That suit became a class action suit. Lower courts issued two conflicting judgements on the case. In November 1986, the 11th U.S. Circuit Court of Appeals ruled in favor of the plaintiffs. A subsequent appeal upheld this ruling as of May 1987. Implementation of the consent decree began immediately. The AITCT program continues to operate under the terms set forth in that consent decree. Recently, however, the state put out an RFP to develop a new AITCT that conforms with specifications of the court rulings.

EARLY CHILDHOOD EDUCATION: The state does not offer any ECE services to children other than for those three years and older who require special education programs. All preschools may choose to register with the state; however registration is for information purposes only and does not involve any state review, license, or funds.

AACTE
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STANDARDS: The SBE has not authorized or recommended using tests for entry into teacher education programs or for certification. Anyone applying for initial or renewed certification after April 8, 1987, must take three semester hours each in multicultural education and in Alaskan history. The applicant must also complete three semester hours of graduate or upper division work during the five-year initial certification period. For an out-of-state transfer, certification requires an institutional or state agency guarantee that the candidate has completed a program approved in accordance with NASDTEC, NCATE, or regional accreditation requirements.

PROGRAM CURRICULA: The SBE requires institutions to meet NCATE or NASDTEC standards for program approval. These standards incorporate some regional modifications.

STANDARDS BOARDS: The SBE appoints the Advisory Council for Teacher Certification and Preparation (ACTCP) to make recommendations on standards for those two areas. Council membership draws from NEA Alaska, the Alaska School Boards Association, the Alaska School Administrators Association, the associations of both elementary and secondary school principals, the association of superintendents, and SCDEs. One representative each from the SBE and the Professional Teaching Practices Commission also serve as voting members of the council. The SDE's teacher education and certification director serves as an ex-officio member. Regulations stipulate a total of 18 members, but composition varies with appointments. The SBE must initiate action on all ACTCP recommendations before they become regulations.

IRREGULAR CERTIFICATION ROUTES: No state-level programs reported in this area.

INCENTIVES: The Teacher Scholarship Loan Program awards loans at a maximum of $7,500 per year to prospective teachers. Local school districts nominate eligible high school seniors. The state forgives one year of loan for every five-year period a student returns to and teaches in rural areas. The state disbursed 46 teacher education loans for the 1987-88 school year. The number of such loans awarded annually varies with the number of seniors enrolled and appropriations from the legislature.

BEGINNING TEACHER INDUCTION: No state-level programs reported in this area.

RESOURCES FOR PRACTITIONER INSERVICE: School districts contract with IHEs for inservice education. If the SDE budget allows, SCDEs may use some discretionary funds from the education commissioner to provide LEA inservice programs. The state requires teachers to earn six semester hours of college credit for recertification every five years.

MINORITY TEACHER RECRUITMENT: In fall 1987, the education commissioner convened an ad hoc advisory group of five SCDE deans to develop strategies to recruit minorities, primarily Alaskan natives, into teaching. The group continues to meet informally to discuss long-term plans.

The state teacher education and certification director is working on a tracking program to recruit minorities into higher education. The state also collects data on all minorities now in the teaching profession. These statistics include information on the location, certification level, and administrative responsibilities of minority teachers.

EARLY CHILDHOOOD EDUCATION: Responsibilities for preschool children are divided between various portions of the state administrative offices. A recent proposal recommends delegating all these responsibilities to the Health and Social Services Department. Currently, the SDE certifies and supervises all preschool programs that receive state or federal funds. Denominational schools are exempt from state regulations, and other private schools have the option of state compliance. When reviewing preschools for certification, the state examines several programmatic aspects, including teaching techniques and methods, instructional philosophy, etc.. Those programs subject to state regulation may choose whether to hire certified personnel. Most certified instructors hired have elementary education certificates. Beginning fall 1988, prospective teachers may obtain an endorsement in ECE in addition to elementary or secondary endorsements.

AACTE
4-88

STANDARDS: Students entering teacher education programs are required to take the P-PST, but there is no minimum score. For certification, however, the state requires successful completion of the following: 1) P-PST entry scores of 122 mathematics/173 reading/174 writing or Arizona Teacher Proficiency Examination (ATPE) basic skills test score of at least 80%; 2) ATPE professional knowledge test score of at least 50%.

Newly certified teachers receive an eight-year, nonrenewable temporary certificate. To obtain their first standard certificate, instructors must earn an M.A. degree or complete 40 hours of credit, of which 10 hours may be inservice credit from a state-approved district program. Renewal of standard certificates is based on continued teaching.

PROGRAM CURRICULA: A panel of representatives from the SEA, the Board of Regents, and IHEs met throughout 1985-86 to review requirements for SCDE program approval. The SEA adopted a listing of skills that all SCDE candidates must demonstrate before graduating. For approval, the SBE reviews programs every two years according to these skill listings.

STANDARDS BOARDS: The SBE appoints the Professional Standards and Certification Advisory Committee to advise it on teacher preparation and certification regulations. The 18-member body, by law, must include five practicing public school teachers, three public school administrators, one nonteaching public school staff member, three college representatives (one each from the state universities), three lay members, and three nonvoting ex-officio members. The latter group includes one school superintendent, one private SCDE representative, and one SDE member. Though the committee does not have final regulatory authority, it customarily reviews policy changes before those revisions go to the SBE for approval.

IRREGULAR CERTIFICATION ROUTES: The SBE recently adopted a legislative proposal for an "alternate secondary certificate." Candidates eligible for this type of certification must meet the following requirements: 1) hold a bachelor's degree from an accredited institution; 2) have the bachelor's in a teaching major or 30 credit hours in the subject to be taught and pass an examination on that subject; 3) have a district employment contract. Individuals will receive 160 hours of initial training. This time will be split between academic instruction and introductory classroom experience. Continuing academic instruction for the next 30 weeks, candidates will spend the first 10 of those in the classroom and will assume some teaching responsibilities. They will have sole responsibility for the class for the remaining 20 weeks. During the 30-week period, candidates will receive support from and be evaluated by a professional team. Team members are to include a mentor teacher, a content area specialist, and a "qualified evaluator" (e.g., principal). The district recommends whether a candidate, after completing this one-year program, should receive a temporary certificate.

The 1985-86 legislature created an Associate Teacher Authorization certificate for individuals who have not completed an approved teacher preparation program. Associate teachers must possess a bachelor's degree with a 30-hour major in an endorsement area. They must also meet the basic skills testing requirement. (See Standards section.) For regular certification, the state requires an associate teacher to complete an approved SCDE program within three years of the date that the associate certificate is issued. No one in the state is currently teaching under this type of certificate.

County school superintendents may request one-year, nonrenewable emergency certificates when no certified instructor is available to fill a teaching position.

INCENTIVES: In 1988-89 a third group of school districts will begin pilot testing the state's career ladder program, bringing the total participants to 14 districts. A proposed bill would extend the legislature's governance of the project beyond 1989-90. Should the bill fail to pass, the SBE will assume oversight of the career ladder programs.

A governor's initiative in 1985 started a forgivable loan program for mathematics and science instruction. Under this program, one semester of student aid is forgivable for each year of teaching. The state funds individual students for a maximum of four semesters. The legislature has not yet appropriated funds for this program.

A bill to establish a new loan program for individuals to teach deaf and blind students has passed the state Senate and soon will be taken up by the House.

BEGINNING TEACHER INDUCTION: No state-level programs reported in this area.

RESOURCES FOR PRACTITIONER INSERVICE: The SDE sponsors a Teachers' Academy to provide inservice workshops. It held one academy session for approximately 100 teachers in August 1987. Aside from this effort, the state offers no comprehensive inservice program and awards no resources to SCDEs for this purpose.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: State activity on ECE is confined to special education. Arizona does not license instructors or provide services for other children in this area.

AACTE
4-88

ARKANSAS

STANDARDS: The state requires a 2.5 GPA of teacher education applicants who enter programs after September 1, 1987. As of spring 1987, all applicants must take the P-PST test for admission to SCDEs. The state expects to set cutoff scores for the exam by this summer, though currently mandates no minimum passing scores. Candidates applying to teacher education programs after September 1, 1988, will be required to meet these minimums.

Initial certification requires prospective teachers to pass two sections of the NTE exam. The professional knowledge cutoff score is 634 and the subject area cutoff scores vary, 450-570.

The state formerly required all certified personnel to satisfy the following requirements: 1) pass the Arkansas Educational Skills Assessment (a basic skills test covering reading, writing, and mathematics) by July 1, 1987; 2) pass appropriate NTE subject area exams or complete 6 credit hours of coursework by September 1, 1987. Those individuals not meeting the stipulations above must meet current state requirements for initial certification or requirements contained in an alternate certification model now before the SBE.

PROGRAM CURRICULA: As of September 1986, the SBE requires NCATE accreditation for program approval. Implementation of the NCATE requirement occurs as institutions come up for program review.

STANDARDS BOARDS: The Arkansas Teacher Education, Certification, and Evaluation Committee meets monthly to study and to make policy recommendations on teacher education and on the evaluation and certification of personnel. The ATECEC functions as an advisory group to the SBE; it does not have final regulatory authority. Nominated by the Director of General Education and approved by the SBE, the 19 voting committee members must include eight classroom teachers, five school administrators, three teacher educators, one teacher education student, and two lay representatives. Two ex-officio members also serve.

A subcommittee of the ATECEC is currently reviewing the state certification procedures. While identifying various certification issues, the group is also examining related areas such as induction and mentoring for first year teachers. The SBE will receive a draft of the subcommittee report in July.

A legislative resolution requesting a feasibility for an autonomous standards board was introduced in spring 1987 and is still pending.

IRREGULAR CERTIFICATION ROUTES: The minimum state requirements for any type of provisional certification are a bachelor's degree, a 2.5 GPA, and passage of the appropriate NTE content area examination. Additional requirements depend on the type of provisional certification awarded.

INCENTIVES: The Emergency Secondary Education Loan Program provides forgivable loans for individuals to teach or for experienced teachers to retrain in shortage areas. The shortage areas currently include foreign languages, math, music, chemistry, biology, physics, physical and general science, and art. Loan applicants may receive up to $2,500 per year. The program limits the total award over a student's career to one-half of the cost of tuition. The state forgives these loans at a rate of 20% per year of teaching.

BEGINNING TEACHER INDUCTION: The ATECEC is considering a variety of induction options as part of a comprehensive certification review. Currently, however, the state has no formal induction process.

RESOURCES FOR PRACTITIONER INSERVICE: The SDE requires LEAs to maintain inservice programs and to submit program plans for review.

State funds are available for certified personnel to upgrade their skills through graduate study. Titled the Teacher/Administrator Grant Program, this project targets employed professionals who wish to take coursework part-time. The state covers the cost of classes for teachers in a variety of circumstances--for those who need remedial work in meeting the testing requirements, for those who wish to obtain another degree, etc.

The ATECEC certification review includes options for increased or altered inservice requirements.

MINORITY TEACHER RECRUITMENT: The State Department of Higher Education conducts a program to recruit minority students into college, though not into teaching specifically. Recruitment efforts center on junior high school students.

Arkansas worked as a member of the Southern Education Foundation, Inc., to develop recruitment strategies. After six months of collaborative effort, a foundation task force presented recommendations for increasing the number of minorities in the teaching profession. The presentation was given in May 1988 to governors of the five task force member states--Arkansas, Georgia, North Carolina, Tennessee, and Virginia. Officials believe the task force recommendations will initiate the formation of an Arkansas task force on minority teacher recruitment.

EARLY CHILDHOOD EDUCATION: The state does not sponsor any ECE activities, nor does it license preschool teachers. However, the HIPPY program, Home Improvement Preschool Program for Youngsters, operates throughout the state on local initiative. The program aims to show parents how to teach their children concepts.

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STANDARDS: Admission to teacher preparation programs requires applicants to take the California Basic Educational Skills Test (CBEST), but the state mandates no minimum test score for admission. In addition, each cohort of candidates at a SCDE must attain the median or higher for an appropriate comparison population on one or more indicators of academic achievement selected by the institution. GPA in the major field serves as the achievement indicator for public IHEs.

California no longer offers a life certificate. To obtain a preliminary credential, prospective teachers must complete the following: 1) CBEST total score of 123 with no section score below 37; 2) verification of subject matter competency via an NTE area test for a single subject or the NTE general knowledge test for a multiple subject credential or completion of an approved program ("waiver program") of subject matter preparation; 3) graduation from an approved California teacher education program; 4) a course on the U.S. Constitution; and 5) a special course on reading instruction. To obtain a clear credential, prospective teachers must successfully complete the following: 1) a fifth year of study in an approved California teacher education program; 2) a course in health; 3) a special education course; 4) familiarity with the use of computers in the classroom beginning July 1, 1988. Certificates are renewable every five years based on LEA-developed, individual professional growth plans. These plans must include at least 150 clock hours and a minimum of one semester of teaching.

Two bills pending in the legislature concern the demonstration of proficiency in the professional knowledge and content areas. Both propose assessment before certification and following initial residency.

PROGRAM CURRICULA: In November 1986, the California Commission on Teacher Credentialing (CCTC) adopted 32 product-oriented program approval requirements. These requirements delineate teaching outcomes. SCDEs must assess their teacher candidates and verify that they have achieved these outcomes. New program approval requirements also establish guidelines for equivalent and/or experimentally designed programs.

The state requires candidates seeking secondary certificates via the waiver program to complete 45 units in a subject area. At least two-thirds of these units must be in the subject area to be taught. The remaining units may be in a related field.

STANDARDS BOARDS: The governor appoints the 22-member California Commission on Teacher Credentialing (CCTC). State law specifies the following composition for the commission: five certified school personnel (including three teachers, one administrator, and one support services person), three full-time faculty members from public or private institutions (including one teacher education faculty member), two school board representatives, seven public representatives, and five nonvoting

ex-officio members. The latter five include the Superintendent of Public Instruction and one representative each from the University of California Board of Regents, the California State University Board of Trustees, the California Postsecondary Education Commission, and the Association of Independent California Colleges and Universities. Pending legislation would reconfigure the commission, making it smaller and increasing teacher representation.

The CCTC is an autonomous board with regulatory authority on state teacher policy. It establishes certification requirements, conducts educational research, enacts program approval standards, evaluates programs to ensure standards are met, and administers required testing programs. Education codes require that commission policies be consistent with SBE policies.

IRREGULAR CERTIFICATION ROUTES: The state offers five options.

Option 1: District Intern Program. Formerly the Teacher Trainee Program, district internships must be developed to be consistent with standards established for regular programs. This option requires districts to apply to the CCTC for admittance. Districts must evidence a shortage of "certified and qualified" personnel. After demonstrating such a shortage, they may hire candidates with a bachelor's degree, CBEST passing scores, verification in subject matter competency, and a three-week block of preservice training. The state issues district intern credentials to candidates with these qualifications. The new hire then works with a mentor teacher, has an annual evaluation, and takes coursework toward a clear credential. The state awards a clear credential after completion of a teacher education program, two years of classroom experience, and with a district recommendation.

Option 2: Teaching Intern Program. Prospective teachers apply directly to this program. Candidates must have a bachelor's degree, CBEST passing scores, and verification in subject area competency. They must also be enrolled in an internship teacher preparation program. The state issues internship credentials to candidates with these qualifications. With the supervision of an IHE, candidates work toward a clear credential. They receive this credential after one or two years of successful teaching experience and completion of the fifth year teacher preparation program.

Option Three: Emergency Credential. This option parallels the District Intern Program, with minor exceptions. First, the state initially issues an emergency rather than an internship credential. The new hire must complete six credit hours of coursework annually and may work with a mentor teacher. The state awards a clear credential after a candidate completes a fifth year teacher preparation program and two successful years of teaching.

Option Four: Eminence. This route allows a few exceptional professionals from other professions to teach. Districts and individuals apply for one-year renewable certificates.

Option Five: Out-of-State. Teachers certified in another state who wish to teach in California must meet all requirements for the state's standard certification route (see Standards section above). In addition, they must have at least one year of teaching experience. The CCTC has discretionary authority to review and grant clear credentials in these cases.

INCENTIVES: The California Mentor Teacher Program operates in approximately 90% of the state's districts. Nominated by committee, mentors serve for one- to three-year terms. The law requires that mentor teachers hold clear teaching credentials, have permanent status in the district, and be "exemplary" (which is locally defined). Mentors receive $4,000 annually in addition to their regular salaries. The district also receives $2000 for each mentor for the cost of training, release time, and organizing the program. At any point, no less than 60% of a mentor's time may be spent on classroom teaching. Up to 5% of a district's teachers may be mentors, though current funding covers only 4.2% of the state's 180,000 teachers. A bill under consideration would provide funds to expand the program to 10% of a district's teachers.

Districts may also participate in the Beginning Teachers' Salary Program. The minimum annual salary under this program is $21,000 for the 1987-88 school year. Pending legislation would require a $25,000 minimum.

The Apple Program offers forgivable student loans to individuals who will teach in subject shortage areas. Prospective teachers must apply before entering teacher education programs. The state refunds a loan after a student obtains a clear credential and secures employment. It refunds 20% of a loan for each year of teaching within the state, up to a total of $8,000. During the 1986-87 school year, the state refunded 500 loans under this program.

A bill to establish scholarships for students entering bilingual education has been passed by the state legislature and is awaiting the governor's approval.

BEGINNING TEACHER INDUCTION: The state does not currently require districts to provide instructional assistance to beginning teachers. However, a 1986 independent commission report did recommend a residency program for new teachers. The proposal involves a supervisory/support team as well as a reduced instructional load for the beginning teacher. The SDE, in conjunction with the California State University System and various local districts, is piloting two induction programs. In addition, the governor's proposed budget for fiscal year 1989 earmarks $3 million for the SDE and the Commission on Teacher Credentialing to jointly evaluate and administer several pilot projects for new teacher assessment and support.

RESOURCES FOR PRACTITIONER INSERVICE: The state currently supports three types of staff development programs: 1) state- and university-based professional development programs (e.g., mentor teacher, Bilingual

Teacher Training, California Literature Project, California Mathematics Project, California Writing Program); 2) categorical programs with staff development components (e.g., Chapter 1, School Improvement, and GATE); 3) general funded programs at the school, district, and county levels (e.g., local initiatives).

Pending legislation would authorize annual professional staff development days within a staff development plan. The bill would create three- to six-week fellowships in specific content areas and would initiate collegiate-related curriculum centers and regional staff development delivery capacities.

MINORITY TEACHER RECRUITMENT: The SDE is working with state universities to prepare for demographic changes in majority and minority populations.

Pending legislation would establish a special emphasis on minorities within the state teacher recruitment program. The bill would also create a new program called NOTE--New Opportunities in Teacher Education. This program would establish partnerships between SCDEs and high schools to provide academic assistance to minority students interested in teaching.

EARLY CHILDHOOD EDUCATION: The CCTC requires all teachers at publicly-funded preschools to hold one of four state permits in the area of ECE. These four--the regular childrens' center instructional permit, the limited permit, the supervision permit, and the life supervision permit--vary in their child development coursework and experience requirements.

The State Department of Social Services licenses all preschool facilities.

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STANDARDS: Applicants to teacher education programs must score above the 75th percentile on the CAT and must meet one of the following requirements: graduated in the top 50% of his or her high school class, achieved a minimum composite score of 820 on the SAT or 19 on the ACT, or maintained a 2.5 GPA in 30 hours of higher education coursework.

Regulations currently mandate basic skills exams (see above); general knowledge, professional knowledge, and content area tests will be required in 1990 for teachers seeking regular certification.

The state mandates performance evaluation of certified personnel. LEAs use state-developed guidelines to design evaluation instruments.

PROGRAM CURRICULA: In 1986, the Colorado Commission on Higher Education prohibited state institutions from offering baccalaureate degrees in elementary or secondary education after fall 1989. This action eliminates undergraduate education degrees except for physical education as a dual major, kineseology, music education, and industrial education at selected institutions of higher education. The SBE will require all other certification candidates to have an academic major. SCDEs are currently redesigning their programs to meet the new standard.

Colorado uses state-developed guidelines for teacher education program approval. Programs must include materials on detecting child abuse. Adding computer literacy to course requirements is also being discussed.

New certification standards mandate 100 clock hours of prepracticum experience before student teaching and 400 clock hours of full-time student teaching.

STANDARDS BOARDS: The SBE appoints the Commission on Teacher Education and Certification to advise it on standards for the profession. The 10-member board includes five teachers, one principal, one system-wide administrator, one district program supervisor, one dean or chair of a SCDE, one SCDE faculty member, and the state education commissioner. The commission administers the five-year accreditation of SCDEs and conducts periodic reviews of state program approval and certification standards.

IRREGULAR CERTIFICATION ROUTES: Provisions for the "alternate certificate" are as follows: 1) a bachelor's degree; 2) five years of elementary or secondary teaching experience; 3) 2.5 GPA in the teaching major or a minimum score in the 75th percentile on the appropriate NTE content area exam; 4) completion of a supervised internship program in conjunction with the SDE and an approved SCDE or a minimum score in the 75th percentile on the NTE professional knowledge exam.

INCENTIVES: Colorado's scholarship program for outstanding teacher education students received $215,000 for 1987-88.

The 1985 Educational Quality Act established the "2+2 Project." In summer 1987, the SDE issued recommendations on various project proposals, including incentive plans, career ladders, and teacher recruitment. Implementation of 2+2 Project recommendations have become part of the Program for Educational Quality.

BEGINNING TEACHER INDUCTION: A beginning teacher program began operating in January 1987 as a pilot project. Review of the 2+2 Project (see INCENTIVES) should yield additional strategies to support beginning teachers. The SBE approved rules which will provide local districts the opportunity to create year-long induction programs for new teachers starting in 1990.

RESOURCES FOR PRACTITIONER INSERVICE: Institutions of higher education, state agencies, and local school districts work together to provide inservice education. LEA programs must have state approval to provide inservice credit. The state requires six semester hours of credit for recertification, two of which must be earned at a fully accredited college or university.

MINORITY TEACHER RECRUITMENT: The SBE recently approved a new policy that state officials hope will increase the number of minorities entering the teaching profession in Colorado. Under this policy, teacher education programs may allow 5% of their students to enter via an alternate route. These students meet requirements other than the standard admission criteria. Institutions offering this "admissions window" must have SBE approval on their alternative entry plan. Exit standards will be maintained. Additionally, local districts are encouraged to develop recruiting and training programs for paraprofessionals to foster career advancement.

EARLY CHILDHOOD EDUCATION: The SDE is responsible for certifying instructors in public preschools. These teachers receive ECE endorsements, covering children, ages three to eight years. Prospective preschool teachers must graduate from a state approved ECE program to be eligible for certification in this endorsement area. Though a variety of facilities are used, many public preschools operate in public school buildings. Curricular and instructional design is left to the discretion of LEAs.

The Department of Social Services is responsible for issuing operating licenses to all child care centers that work with five or more children, ages birth to 16 years. The licensing procedure includes a review of a center's physical plant, equipment, etc.

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CONNECTICUT

(NOTE: In 1986, the state legislature passed a comprehensive educational reform package called the Education Enhancement Act. Portions of the law appear in relevant sections below.)

STANDARDS: Entry into SCDEs requires a 2.67 GPA and passing scores on the state-developed basic skills test, the Connecticut Competency Exam for Prospective Teachers (CONNCEPT). Students with an SAT composite score of 1000 (no less than 400 on either section) or with an ACT composite score of 24 may waive the CONNCEPT requirement.

Beginning May 1990, the state will require certification candidates to pass NTE subject exams in their respective endorsement areas. Exam validation is now under way. The state will mandate tests in 10 areas as of December 1988 and in the remaining 14 areas as of December 1989. In conjunction with the Southern Region Education Board, Connecticut is employing ETS to develop content exams for subject areas not covered by NTE. Also, the SBE will require applicants for elementary certificates to take a state-developed exam after May 1, 1990.

The 1986 comprehensive education bill created a three-tier certification system. Under this system, the state issues an initial certificate to first year teachers. These teachers go through an induction program. Following induction, they are eligible for an eight-year provisional certificate. The next step, professional certification, requires the following: 1) three years of experience; 2) completion of 30 credit hours beyond a bachelor's degree in coursework related to the teaching subject, or a master's degree. Renewal of the professional certificate every five years requires nine CEUs. The legislature voted to postpone the original July 1, 1988 implementation target date one year.

PROGRAM CURRICULA: After a 1991-93 phase-in period, the state will require all prospective teachers to major in an academic discipline at the undergraduate level.

All candidates now applying for certification must pass a course in special education.

The SBE uses state-developed criteria for program approval.

STANDARDS BOARDS: In 1985, the governor's Commission on Excellence and Equity in Education requested that the SBE study the feasibility of establishing a professional standards board. The committee assigned to the task completed a one-year study in May 1987, concluding that a state standards board is feasible. The SBE recently appointed another committee to examine the subject. This group of 19 is charged with completing a review of the rationale, structure, and governance of four different models of professional standards boards. This second committee is scheduled to issue their report to the SBE in December 1988.

IRREGULAR CERTIFICATION ROUTES: Under Connecticut's irregular route, the state may issue a 90-day provisional certificate to a candidate with a bachelor's degree or higher in a teaching major. Candidates must have at least a 3.0 GPA. They must also complete an eight-week intensive program in professional studies before entering the classroom. An experienced instructor supervises a candidate during the initial 90-day period. Support and assessment continue throughout the first year. The target for full implementation of this certification framework is summer 1988.

INCENTIVES: The Cooperating Teacher Program (CTP) allows experienced teachers to help prospective instructors prepare for the teaching role. After training in a special state program, experienced faculty earn $700 per semester as supervisors. The state allocated $1.8 million for the CTP during the 1987-88 school year. As many as 2,300 teachers have participated during the last two years.

The state has a mentor teacher component in its induction program. The 200 mentors trained as part of the 1987-88 induction pilot will receive a $1,000 stipend. With 27 districts participating, the mentor portion of the pilot cost the state approximately $1 million (see Beginning Teacher Induction).

The 1986 Educational Enhancement Act included a salary adjustment clause. The target salary for beginning teachers is $20,000. The state provides the difference between current salaries and the $20,000 target to all districts that implement the increase within three years. Districts move one-third of the way toward the target each year to receive state funds and to complete the phase-in by 1988. Bonuses are available to districts meeting the target in less time. In addition, state grants will supplement salary increases for experienced teachers. Only districts that raise their minimum salary are eligible for these grants.

During the 1987-88 and 1988-89 school years, districts may also apply for state grants to develop career ladder and teacher evaluation programs. Grants vary with the size of a district.

Until spring 1987, the state offered students choosing to study in shortage areas loans of up to $5,000. The state forgave 20% of the loan for each year of teaching in the state. Students already awarded loans will receive funding for the duration of their educational program.

BEGINNING TEACHER INDUCTION: New regulations require the state to issue one-year initial certificates to all beginning teachers. During their first year, these teachers will go through the Beginning Educator Support and Training Program (BEST). The program calls for support by a mentor teacher as well as assessment of the new instructor. A three-member assessment team--a classroom teacher from outside the district, a district administrator, and a state assessor--will observe the new teacher independently in both the fall and spring. As mandated by the state, observation will include scoring the teacher on various competencies. A mentor is to help the new instructor in performing these

competencies. The SBE will aggregate the independent scores to make a certification decision. During the 1987-88 school year, 27 districts are piloting the BEST program. The SDE may request a one-year postponement of the current 1988-89 school year implementation target.

RESOURCES FOR PRACTITIONER INSERVICE: The state requires LEAs to have and fund their own professional development plans. The state, however, does offer general support of inservice programs via regional service centers. The SDE runs several Teaching/Learning Institutes through these centers during the summer. Teachers receive pay to attend institutes. They may also receive credit toward recertification when the new certification standards take effect. Finally, regional centers or the SDE may contract with IHEs for professional development services.

MINORITY TEACHER RECRUITMENT: The Department of Higher Education developed a program to address this issue specifically. It proposed a loan forgiveness plan for black and Hispanic students. For loans already disbursed, the state would forgive a maximum of $12,500. The forgiveness rate would be up to one-third of the total loan per year of teaching in a district designated as high priority. These districts lie primarily in urban areas. The forgiveness rate would be one-fifth of the total loan per year of teaching in all other districts. Neither the governor's nor the legislature's proposed budgets for fiscal year 1989 included funds for this program. The Department of Higher Education continues to work with the superintendents' association, the SDE, and IHEs to develop strategies on minority teacher recruitment.

EARLY CHILDHOOD EDUCATION: The State Department of Health Services is responsible for licensing "day care" providers. As defined in Connecticut, day care may include instructional activities. Colleges, universities, districts, etc. may run independent preschool programs exempt from the SDHS licensing requirement. The state does provide ECE services in special education. In addition, the State Department of Human Resources registers family day care homes.

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STANDARDS: Before certification, candidates must achieve the following scores on the basic skills sections of the P-PST: reading 175, mathematics 175, writing 172.

Delaware grants teaching certificates according to the following structure: 1) initial standard certificates valid for five years to candidates who have complete approved programs and are applying for certification for the first time; 2) professional status valid for five years and renewable, thereafter, to instructors who have successfully completed three years of teaching at the same grade level during a five-year period; 3) regular standard certificates valid for five years to instructors who have not taught a total of three out of five years or who have had a change in grade level.

PROGRAM CURRICULA: The state requires NASDTEC standards for teacher education program approval.

STANDARDS BOARDS: The SDE appoints the Teacher Certification Advisory Committee to periodically review and recommend policy changes for each certification area. Membership varies as subcommittees are appointed to review these areas. Composed of 10 to 12 members, subcommittees generally include a certification officer, approximately five teachers, one superintendent, three IHE representatives, and one SDE representative. The teacher certification director appoints and the state superintendent endorses these members.

IRREGULAR CERTIFICATION ROUTES: When a certified instructor is unavailable, districts may request issuance of a limited standard certificate in order to fill a teaching position. Eligible candidates must hold a bachelor's degree in the subject designated as a curricular shortage area, meet the P-PST requirements (see Standards), and be within nine semester hours of completing an approved program. Given limited certification, these individuals may participate in summer institutes, LEA or teacher center inservice training, and formal instruction. They have one to three years to complete their state approved program to receive standard certification. The state provides some funds to train these instructors to meet standard certificate requirements. (Note: critical shortage areas currently include mathematics, chemistry, physics, computer science, and exceptional education.)

Delaware has two other irregular certification options when certified personnel are unavailable to fill teaching posts. The state grants one- to three-year provisional certificates to bachelor's degree holders who pass the appropriate NTE subject area test. It issues nonrenewable emergency certificates for periods less than one year and pays these teachers at 80% salary.

INCENTIVES: The state offers forgivable loans to eligible state residents who agree to teach a critical shortage subject area. Recipients may receive up to $5,000 per year for four years.

As of July 1, 1987, the state released funds previously held in escrow to increase teachers salaries by roughly $1,000. Delaware's base salary is approximately $18,000.

BEGINNING TEACHER INDUCTION: Three school districts are piloting induction programs during this 1987-88 school year. The SDPI is working with the districts to provide technical assistance and a small amount of state funds to support these programs. The state is currently reviewing induction literature and considering options to follow this year's pilot projects.

RESOURCES FOR PRACTITIONER INSERVICE: The state supports inservice education via approved LEA programs, SDE activities, teacher centers, and the Delaware Learning Resource System, which focuses on special education.

The Education Improvements Monitoring Committee, chaired by the governor, is establishing guidelines for career development and accountability programs for school employees. Four districts piloted evaluation instruments during the 1986-87 school year. District pilot reports are expected in fall 1988.

MINORITY TEACHER RECRUITMENT: The state is conducting a longitudinal study on the use of teacher testing, including ramifications for minority populations. In addition, the Development Office received a state grant to establish a job vacancy hotline for teachers and to develop recruitment materials. Finally, representatives of 19 school districts, the SDE, the legislature, and other groups united in 1987 to form a standing committee to address recruitment issues. Recruitment of minority students into teaching is a major concern of this committee. The group plans special visits to predominantly minority colleges to focus recruitment efforts on minority candidates.

EARLY CHILDHOOD EDUCATION: The state's unit on children, youth, and their families licenses preschools. The licensing procedure focuses on the physical plant and building conditions rather than on instruction. In August 1987 a ECE task force appointed by the governor strongly recommended that the state have some type of certification for preschool instructors. No action has been taken yet on that recommendation. The state does offer ECE services to special education children.

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DISTRICT OF COLUMBIA

STANDARDS: The District of Columbia Department of Education (DCDOE) recently decided to include basic skills and professional knowledge examinations in standards for teacher certification. It is pilot-testing exams in these areas and has developed subject area exams for the beginning teacher programs. A proposal requiring certification candidates to have a 2.5 GPA in general studies is also under consideration.

PROGRAM CURRICULA: The District requires NASDTEC standards for approval of teacher education programs.

Recent changes in certification include a required course on the sociology of urban youth. This course may be taken from an IHE or as inservice credit.

STANDARDS BOARDS: The DCDOE regulates teacher education policy in the district. No separate professional standards board exists.

IRREGULAR CERTIFICATION ROUTES: The DCDOE may issue a one-year temporary certificate to an individual with a bachelor's degree in a teaching subject. Such individuals must complete requirements for standard certification within five years.

INCENTIVES: Mentor teachers receive professional development support and a $2,000 stipend for participating in the beginning teacher program.

BEGINNING TEACHER INDUCTION: The D.C. Intern Program provides support and assessment to all beginning teachers in the district. The DCDOE initially issues interns a two-year provisional certificate. During the provisional period, a special team--DCDOE member, school principal, mentor teacher, site department chair--evaluates the intern. The intern must meet a specific set of competencies for standard certification. If an intern fails to successfully demonstrate these competencies by the end of two years, the DCDOE may grant a two-year probationary extension period, allowing the candidate to satisfy this requirement.

RESOURCES FOR PRACTITIONER INSERVICE: The DCDOE maintains a staff development department for inservice programs. These programs reflect evaluations of the area's needs. In addition, inservice credit is offered for noncollegiate activities, such as travel.

MINORITY TEACHER RECRUITMENT: The DCDOE recruitment office visits local and traditionally black institutions to make presentations on teacher education and the teaching profession. For bilingual education, the office recruits specifically by ethnicity.

EARLY CHILDHOOD EDUCATION: Each elementary school in the District operates at least one prekindergarten class for four year-olds. Expenses

for these classes are part of the DCDOE's regular operating budget. The DCDOE is responsible for licensing teachers who work with the preschool program.

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STANDARDS: Admission to teacher education programs requires applicants to have scored in the 40th percentile or above on either the SAT or the ACT tests. A university special-acceptance factor allows admission to 10% of those students who fail to meet the minimum test score requirement. Two-thirds of the slots for this "admissions window" have not been used.

The state recently revised the Florida Teachers' Certification Examination (FTCE). The first portion of the test covers reading, writing, and mathematics and is required of all teacher education applicants before they enter preparation programs. Currently, these applicants must take an additional basic skills test required of all students to achieve junior status in Florida's IHEs. This test, College Level Academic Skills Test (CLAST), covers the same three areas as part one of the FTCE. It was recently decided that applicants to teacher education programs may submit their CLAST scores to satisfy the FTCE basic skills requirement. Part one of the FTCE will remain in place for out-of-state transfers and other certification candidates not taking the CLAST. Professional knowledge and subject area sections comprise the final two sections of the FTCE. They may be taken sometime before a certification candidate's first year of teaching. The state has developed and field-tested subject area tests for almost all certification areas. One-third of the content exams will be implemented for use in October 1988, and another set will be ready in April 1989. The final target for full implementation of the subject area tests is October 1989. Before FTCE revision, approximately 85% of those taking the exam passed. The exam may be taken an unlimited number of times.

Effective July 1, 1988, any holder of a bachelor's degree who has completed all the specialization requirements for an endorsement and maintained a 2.5 overall GPA may be issued a two-year, nonrenewable, temporary certificate. To obtain a five-year professional certificate, an individual must successfully complete the Florida Beginning Teacher Program, fulfill the professional preparation requirements at an approved SCDE, and successfully complete the FTCE. In addition, all districts must evaluate professional personnel at least once a year. A superintendent must notify the SBE of any instructional personnel who receive two consecutive unsatisfactory evaluations. Districts will provide assistance to these instructors.

PROGRAM CURRICULA: Florida uses state-developed standards for approval of teacher education programs. These standards are revised periodically; the last major revision was in 1984. For state approval, SCDEs must demonstrate that program components relate to competencies identified through research for the Florida Performance Measurement System. (NOTE: The FPMS is one option used to evaluate new teachers; see Beginning Teacher Induction.) Regulations also require programs to contain coursework on the identification of child abuse and on the mental health

of students. In addition, state approval requires that 80% of an institution's graduates pass the FTCE and that 90% of an its graduates pass the Florida Beginning Teacher Program.

The SDE recently appointed an executive committee and five subcommittees to recommend changes in the SBE rules for preservice teacher education. Comprised of practicing educators and IHE representatives, all groups will convene to present their recommendations to the SDE in July 1988.

STANDARDS BOARDS: The governor appoints the 24-member Florida Education Standards Commission (ESC). Official responsibilities of the ESC include teacher recruitment, subject matter competency, clinical education, governance, accreditation, and program approval. Stipulated in regulations, composition of the ESC is as follows: 12 teachers, one superintendent, one school principal, one school personnel officer, one teacher education inservice director, four citizens (two of whom must be school board members), three higher education representatives, one administrative representative from ESC.

Another entity, the Professional Practices Commission, oversees cases requiring disciplinary action (e.g., rescinding of certification).

At the request of the state legislature's Committee on Higher Education, the Education Standards Commission recently reviewed professional preparation and program approval in Florida. The final version of the ESC report was submitted to the SBE and to the legislature in mid-April. The ESC report included two recommendations affecting program curricula. One item proposes seeking NCATE recognition of state program approval standards. The second recommends requiring prospective teachers to have baccalaureate degrees in subject areas or equivalent credit hours of study in a particular subject area.

An earlier version of the ESC report submitted to the SBE and the legislature prompted the House Committee on Higher Education to undertake its own study of preservice teacher education. The study was to be released in February 1988, however the committee decided to postpone action on the matter.

IRREGULAR CERTIFICATION ROUTES: Arts and sciences graduates with a 30-hour major in a certifiable area may obtain a temporary certificate through the Experimental Alternate Certification Program for Secondary Teachers. The program requires candidates to complete the Florida Beginning Teacher Program and to take supplementary professional preparation coursework at an IHE or through district inservice. Teachers in their first year of the program have a reduced class load. Depending on a candidate's progress, the state may grant professional certification after one or two years. Districts receive $750 per program participant. Six districts now offer this certification route.

INCENTIVES: Scholarships are available in subject areas experiencing critical shortages. These areas recently included English, mathematics, science, foreign language, and education for the emotionally handicapped. Certification candidates with teaching experience in a shortage area and a bachelor's degree are also eligible for a tuition reimbursement program. Honoring teacher Christa McAuliffe, a Challenger Scholarship is available for graduate study in education. Another fellowship program provides money for arts and sciences graduates seeking certification through a master's degree. Finally, a visiting scholars program encourages doctoral degree holders to teach one year in public schools.

The Chappie James Most Promising Teacher Scholarship annually awards four-year forgivable loans at a maximum of $4,000 per year to one student from each high school in Florida. (See Minority Teacher Recruitment.) The state also offers forgivable loans to prospective teachers who agree to take positions in rural or inner-city areas.

The SDE also operates a Center for Career Development that includes a teacher referral and recruitment system.

BEGINNING TEACHER INDUCTION: The Florida Beginning Teacher Program requires support for and evaluation of new teachers. LEAs may select an evaluation instrument from the following three options: the Florida Performance Measurement System (FPMS), the Teacher Assessment and Development System (TADS), or an LEA-developed instrument. A peer teacher, a building administrator, and an SCDE supervisor or other designated individual evaluate the new teacher within 90 days after employment. The evaluation is used to develop a plan to remove deficiencies. Two subsequent evaluations occur before the site administrator conducts the final summative evaluation.

Currently, the state grants beginning teachers one-year provisional certificates. Extensions are possible if certification candidates fail to meet minimum criteria in the first year. Effective July 1, 1988, all beginning teachers will receive the two-year provisional certificates and must complete successful evaluations in that time.

RESOURCES FOR PRACTITIONER INSERVICE: The new certification standards require six semester hours or 120 inservice points every five years for certificate renewal. Three semester hours must be included for each area of endorsement. The new standards allow teachers to substitute a subject area test for three semester hours of study.

Each district has a teacher education center or a regional center. Components of a district's master plan are used to develop programs at these centers. Institute topics include mathematics, science, computer education, educational alternatives, foreign languages, and textbook selection. Funding continues for excellence programs in mathematics, science, and computer education at five of the regional centers.

MINORITY TEACHER RECRUITMENT: Florida's Education Standards Commission issued a report in April 1987 on the status of minorities in the teaching profession. Titled "Minority Teachers for Florida's Classrooms: Meeting the Challenge," the report includes information on the state's supply/demand of teachers as well as a series of policy recommendations. These recommendations range from establishing early childhood education programs for children from low income families to funding scholarships for minority students interested in teaching. The SBE recently approved the report recommendations. Despite this formal adoption, the state board has not yet acted to implement the recommendations. In addition, no bills to fund any of the options offered by the ESC were introduced during the recent legislative session.

The Chappie James Most Promising Teacher Scholarship embodies another state effort to address this issue. Designed to offer assistance to students throughout the state, this program requires the percentage of minority recipients to reflect the percentage of minorities in the state population. Currently, 15% of the scholarships go to minority students. The state chooses one student from each high school in Florida to receive awards of up to $4,000 per year for four years. Officials are considering doubling the number of annual awards and requiring that one-half of those awards go to minority students.

EARLY CHILDHOOD EDUCATION: In spring 1986 the state legislature established the Prekindergarten/Early Intervention Program. The program targets services for educationally and economically disadvantaged students. Though specifics such as the length of the school day and instructional materials used are left to the discretion of LEAs, the authorizing legislation requires curricula to be developmental. Program directors must be certified in ECE or an equivalent area; instructors must have a CDA or 20 clock hours of training. Training for the latter is provided by the state through community colleges and other sources. Districts are responsible for checking qualifications of program personnel. The Division of Public Instruction periodically audits district programs to verify that these personnel qualifications and other requirements are met. Beginning with the 1986-87 school year, the state piloted the program in eight districts. These districts already had some type of locally funded preschool program in place, and the state monies functioned as enhancements. Appropriations for the original eight as well as 11 start-up programs continued during 1987-88. The state commissioner is requesting $38 million for the next school year and hopes to have a preschool program in every district by 1993.

In the past, Florida has offered a variety of ECE services. The state has had special education programs for preschoolers since 1947. In 1971 some districts began using portions of Chapter 1 funds to provide preschool activities. In 1980 the legislature appropriated monies for prekindergarten classes for children from migrant families.

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GEORGIA

STANDARDS: Entry into teacher education programs at public IHEs requires a 2.5 overall GPA as well as passage of the Regents' Test. The latter is a skills test of reading and writing comprehension required of all Georgia college students before attaining junior status.

New instructors must take the Teachers Certification Test (TCT) before or during their first year of teaching. A written exam, the TCT covers knowledge in particular subject areas. Instructors must also successfully complete the Teacher Performance Assessment Instrument (see Beginning Teacher Induction).

State certification incorporates three variables: 1) level (based on degree level attained); 2) type (teaching, service, and leadership); and 3) field (a total of 46 subject areas).

PROGRAM CURRICULA: Georgia uses state-developed standards for program approval. These standards resemble NCATE accreditation requirements.

The Board of Regents surveyed pass rates on teacher certification tests. Programs that had graduates with low pass scores were placed on probation and directed to make changes to improve performance.

STANDARDS BOARDS: The Professional Standards Commission advises the SBE on standards for the teaching profession and for entry into SCDEs. Appointed by the governor, commission membership draws from many education groups--teachers, administrators, SCDE faculty, LEA board members, and the SBE.

IRREGULAR CERTIFICATION ROUTES: The 1985 Georgia Quality Basic Education Act established a provisional certificate for prospective teachers with a bachelor's degree, a 2.5 GPA, and a major in a shortage subject area. Candidates are required to take five quarter hours each in human growth and development, curriculum, methods, and teaching of exceptional children. They must also pass the certification exams and complete a one-year teaching internship similar to that required of all beginning teachers. IHEs in cooperation with LEAs administer all pertinent training. Approximately 90 individuals were prepared through this route for the 1987-88 school year.

The SDE is operating a new summer institute program to prepare teachers in math, science, and foreign languages, the state's critical shortage areas. Starting in July, the program requires applicants to hold a bachelor's degree with a 2.5 minimum GPA. Coursework will include classes on curriculum, methods, human growth, and other pedagogical areas. The state will train mentors to supervise the new teachers for one year. Interns will be paid $2,250 during their eight-week summer training; mentors will receive $500 per week for the summer sessions and $1,000 for the year's supervisory duties. Both will receive free room

and board during the summer. Following the 1988-89 school year, the SDE will evaluate the program to determine whether to continue the institute.

INCENTIVES: The state operates a forgivable loan program with awards up to $2,000 per year for two years. Eligible students include undergraduates accepted into teacher education programs, liberal arts majors who want to teach in a shortage subject area, and certified personnel who wish to add an endorsement field. Candidates must have at least a 2.75 GPA.

In its fiscal year 1988 budget proposal, the SDE recommended establishing sizable scholarships for individuals agreeing to teach in geographic areas of shortage. This proposal, however, was not funded.

The 1987 legislature passed a 5% teacher salary increase and mandated a $16,800 minimum salary for professionally certified personnel. The 1987 legislature added another 3% increase, raising the minimum to $17,823. The SBE is considering a proposal for a statewide career ladder program as required by 1985 legislation.

BEGINNING TEACHER INDUCTION: Principals and master teachers use the Teacher Performance Assessment Instrument (T-PAI) to evaluate new teachers. Initial evaluation occurs in the fall of an instructor's first year. New teachers have three years (six T-PAI administrations) in which to meet the 14 minimum competencies the instrument measures. An external evaluator, a peer teacher, and a principal conduct evaluations. The T-PAI results are sent to the institution from which a new teacher graduated.

The SDE is collecting longitudinal data on beginning teacher attrition.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs must submit staff development plans to the SDE. Plans aim to improve the effectiveness of induction, remediation, and skill enhancement. Monies are available for installing new or revising old programs. In 1987, the state legislature appropriated $7 million for staff development and $23 million for individual stipends to inservice personnel. The 1988 appropriations will be $6 million and $12.5 million, respectively.

Recertification requires 10 quarter hours or an equivalent in state-approved development programs. Credits may not be CEUs, and they require assessment/evaluation.

MINORITY TEACHER RECRUITMENT: A class action suit filed two years ago with a federal district court claimed that state teacher-testing policies are racially discriminatory. Terms of the recent settlement will allow the state to continue using the TCT as an initial and recertification requirement. In return, Georgia must revise its exams by September 1, 1991, offer a study course free-of-charge to teachers who still must pass the current exams, and provide $6,000 study grants to teachers who lost their certification and jobs last fall as a result of failing the tests.

The state's Office of Teacher Recruitment received funds from the legislature for one full-time staff position devoted exclusively to recruitment issues. Once the position is filled, part of the recruitment efforts will target minority candidates.

As part of the Southern Educational Foundation, Georgia is one of five states that served on a special task force to address this issue. The task force in May 1988 presented its recommendations to the governors of the member states--Arkansas, Georgia, North Carolina, Tennessee, and Virginia. Each of these five will take the recommendations back to their respective states to develop an action plan for implementing minority teacher recruitment proposals.

Georgia is also a member of the Southeastern Educational Improvement Laboratory, which has developed a cooperative program with local districts and IHEs to attract minorities into the teaching profession. In the program, IHEs visit high schools and identify black high school students interested in teaching. Students are offered a financial assistance package, academic support at college, and an employment contract with the cooperating district if they complete an approved teacher education program.

EARLY CHILDHOOD EDUCATION: State officials are beginning discussion on the possibility of prekindergarten certification. Georgia's current ECE certificate covers grades K-4. Though a pilot project for a special education preschool is scheduled for 1989-90, the state has no plans to begin other prekindergarten programs.

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STANDARDS: Candidates for certification must meet the following cutoff scores on the NTE: communication skills, 651; general knowledge, 647; and professional knowledge, 648.

The state issues three types of certificates: 1) basic teacher certificate to applicants who have completed a four-year state-approved undergraduate program in teacher education and two years of successful teaching in state; 2) professional teacher certificate to applicants who have completed a state-approved graduate/advanced program in teacher education and two years of successful teaching; 3) initial basic/professional certificate to applicants who have met the basic or professional certificate requirements but have not completed two years of successful teaching in state.

The SDE in 1986 established the "Endorsement Program" as a means for teachers to add certification endorsements in critical shortage areas outside their teaching discipline. In addition to experience, this route requires both 18 credit hours of coursework in the new subject and passage of the appropriate NTE area examination. Tuition for obtaining additional endorsements is paid by the SDE.

PROGRAM CURRICULA: The state uses NASDTEC standards for program approval.

STANDARDS BOARDS: As required by statute, the state superintendent appoints the 12-member Teacher Education Coordinating Committee (TECC) as an advisory body on teacher education and certification. The TECC functions as a forum for discussion on these issues; it offers policy recommendations but does not have final regulatory authority. The state superintendent, at least one representative from each SCDE's teacher preparation program, and various SDE officials serve as committee members.

IRREGULAR CERTIFICATION ROUTES: No state level activity reported in this area.

INCENTIVES: The state funds teacher education coursework for arts and sciences graduates. The measure aims to encourage candidates with bachelor's degrees in shortage areas to enter the teaching profession. Current shortage areas are chemistry, physics, mathematics, school counseling, and special education.

On September 1, 1987, Hawaii implemented an across-the-board teachers' salary increase of $1,091 or 4%, whichever was greater. In February 1988, the state gave an additional 4% pay raise. Future increases include 4% or $1,134, whichever is greater, in September 1988 and a 5% or $1,474, whichever is greater, in February 1989.

BEGINNING TEACHER INDUCTION: Discussion continues on potential induction and mentor programs. Currently, implementation of support for beginning teachers is left to the discretion of LEAs. Two of the state's subdistricts operate programs in which experienced instructors supervise new teachers for one year.

RESOURCES FOR PRACTITIONER INSERVICE: The SDE designates some monies for inservice programs. In agreement with the SCDEs, the agency hires university faculty and classroom teachers to provide inservice courses at the postgraduate level. The SDE underwrites a portion of the costs of many courses. Additional classes and activities are given as the need arises and as a sufficient number of participants voice interest. The SDE also offers summer workshops on professional development and a training program every three years for prospective administrators.

The SDE established a new program, Project for Assessing Teachers in Hawaii (PATH). Through this computer-assisted program, teachers plan individualized performance evaluations, selecting from a bank of more than 300 performance objectives. Principals assess teachers based on the agreed set of objectives.

MINORITY TEACHER RECRUITMENT: In summer 1987, a 15-member task force submitted to the SBE a report on minority teacher recruitment and related issues. One recommendation outlined provisional acceptance of minority students who do not meet teacher education program entrance requirements. SCDEs would admit these students on the condition that the candidates achieve entrance standards before graduation. Other recommendations included a special mentor program for minorities and courses to prepare minority students to pass the NTE exams. (The state has already begun to work with institutions on the latter proposal. The SDE and IHEs have conducted two complete NTE preparation sessions and have trained several instructors to teach such courses.) After returning the recommendations to the task force for further clarification, the SBE adopted a modified set of recommendations.

EARLY CHILDHOOD EDUCATION: State activity on ECE is confined to special education services.

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STANDARDS: Beginning September 1988, the state will require certification applicants to take the NTE core battery of exams. Recent validation studies established the following cutoff scores: communication skills, 652; general knowledge, 646; professional knowledge, 648.

The state requires SCDEs to report their students' ACT scores.

Idaho awards two teaching certificates, the standard and the advanced. The standard requires a bachelor's degree, IHE recommendation, graduation from an approved teacher education program, and, after September, passage of the NTE exam. The advanced certificate requires all of the above plus a master's degree or completion of a fifth year approved program.

PROGRAM CURRICULA: The state requires SCDEs to meet NASDTEC standards for program approval.

STANDARDS BOARDS: The Professional Standards Commission (PSC) advises the SBE on teacher education and certification. These duties include revocation and reinstatement of teaching certificates as well as administration of program approval. Appointed by the SBE, the 17 members represent various groups within the state's education community. Regulations stipulate the following composition for the PSC: seven school teachers (one must be from special education and another must be from counseling or other "pupil personnel" position), one elementary school principal, one secondary school principal, one district superintendent, one representative of the State Department of Vocational Education, one local school board trustee, two public SCDE representatives, one private SCDE representative, and one IHE arts and sciences representative.

The SBE requested that the PSC, in conjunction with the Idaho Association of Colleges for Teacher Education (IACTE), review major teacher education reform reports. In fall 1987, the commission and IACTE presented the SBE with their joint study. The PSC used this study to formulate policy recommendations for the SBE. After SBE review, these recommendations have been sent to SCDEs in the state for institutional input.

IRREGULAR CERTIFICATION ROUTES: The PSC is currently studying options in this area.

INCENTIVES: In 1985, the legislature appropriated $10 million for the School Improvement Act. The act included a career ladder program. Though this program has yet to receive state funds, some of Idaho's 116 school districts prepared plans for career ladder programs according to SBE-approved guidelines. These plans remain, but the state is not likely to appropriate career ladder funds in the future. A few districts have implemented programs with their own monies.

The 1987 legislature appropriated a 6% across-the-board increase in funds to LEAs. A letter of intent from the legislature requested that these funds be used to ensure a minimum teacher salary of $15,000. Most districts instituted the minimum. The request for an 8% increase in teachers' salaries for 1988-89 failed in the legislature this spring.

BEGINNING TEACHER INDUCTION: With monies from a state-secured Mellon grant, five IHEs piloted beginning teacher induction programs. The pilots will continue next year with grant funds as no state monies were appropriated this spring.

RESOURCES FOR PRACTITIONER INSERVICE: The SDE requires all LEAs to submit professional development plans, though it offers no statewide inservice programs.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: No state-level programs reported in this area.

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STANDARDS: New regulations require IHEs to counsel students not meeting SCDE entry standards, directing them to remediation and skill-building options.

Regulations mandate initial certification tests in reading, writing, grammar, mathematics, and subject area examinations by July 1, 1988. Accordingly, the first administration of the state-developed Illinois Certification Testing System will be given July 9. Students must pass all four sections of the basic skills test simultaneously.

After July 1, 1988, teachers in Chicago will be subject to state certification regulations. These instructors previously came under separate guidelines for the Chicago metropolitan area.

SB 730 requires LEAs to develop, in cooperation with teachers and/or teacher organizations, an evaluation plan for all tenured teachers. The following specifications must be met: (1) Evaluation must occur every two years beginning in 1986-87. (2) All teachers must receive a description of duties and responsibilities by which they will be evaluated. (3) The assessment of administrators must be conducted by independent evaluators. (4) Teacher evaluators must be adequately trained. (5) Ratings must include precise performance scales. Unsatisfactory ratings require a one-year remediation plan. Teachers failing to receive a satisfactory rating after the remediation period must be dismissed. More than 900 LEAs submitted plans for approval. Approved programs have been operating since October 1, 1986.

The state issues several types of teaching certificates, including the standard elementary (grades K-9), early childhood (birth-grade 3), standard high school (grades 6-12), standard special (grades K-12 in music, physical education, etc.), and several special education certificates. No distinction is made between the initial and subsequent certification granted to teachers in any of these areas. Certificates may be renewed every four years upon completion of district and state continuing education requirements.

The Blue Ribbon Committee on the Improvement of Teaching as a Profession recommended a four-tier certification regime that includes a 2-year induction certificate, a 5-year clear certificate, and two professional-level certificates based on accrued experience, study, and professional contributions. No action has yet been taken on this recommendation.

PROGRAM CURRICULA: Illinois uses state-developed standards for program approval.

The 1985 educational reform legislation calls for strengthening the liberal arts preparation of prospective teachers, particularly candidates

for elementary certification. After conducting hearings to determine necessary rule changes, the Illinois Teacher Certification Board submitted recommendations for legislative compliance to the SBE. The SBE is reviewing these recommendations.

The SBE conducted an analysis of teacher education trends and reported its findings in winter 1987. These findings provided the basis for the Blue Ribbon Committee report referenced above. The committee's recommendations included the following: (1) the identification of state expectations, outcomes, and criteria for program development; (2) a broad liberal arts core for prospective teachers (equivalent to that required of liberal arts and sciences majors); (3) an academic major for secondary candidates and a concentration in three teaching subjects for elementary candidates (also equivalent to coursework required of noneducation majors; (4) a full semester of student teaching in a public school; (5) development of alternative teacher education programs for nontraditional students; (6) teacher incentives such as higher salaries, improved working conditions, grants, etc.; (7) combining all scholarship/traineeship projects into one program to identify and recruit outstanding students, minorities, and candidates to teach in shortage areas; and (8) development of clinical schools for all prestudent teaching experience. Items (2) and (3) were addressed by the certification board recommendations currently under SBE review, and item (7) has been implemented.

STANDARDS BOARDS: Appointed by the state superintendent, the 17-member Illinois Teacher Certification Board advises the SBE on certification standards and SCDE program approval. Members generally include administrators, IHE faculty members, and SCDE representatives, though board composition is not stipulated.

IRREGULAR CERTIFICATION ROUTES: The state offers a substitute certificate for individuals meeting one of the following options: 1) six semester hours of coursework in professional education; 2) valid teaching certificate from another state; 3) bachelor's degree; 4) two years of teaching experience and 60 hours of college credit. When no certified instructor is available, a district may apply for a substitute certificate through the local superintendent. Teachers from out-of-state account for the majority of these certificates issued.

INCENTIVES: An appropriation of $3.5 million supported seven LEA pilot programs on models of career compensation in 1985-86. These plans included various models for merit pay, career ladders, and extended first-year teaching projects. Four of these programs continued to receive pilot funds for 1986-87 and 1987-88. The SEA is developing a report on the pilots.

The state continues to fund a scholarhip program for students initially preparing and teachers retraining in shortage areas. Over 200 scholarships are available, covering the cost of tuition and fees for up to four years.

BEGINNING TEACHER INDUCTION: The state has a legislative mandate to develop support programs for beginning teachers. Some of the career compensation pilot projects noted above include mentor teacher components with experienced faculty assisting new instructors. To date, however, no statewide induction program is in operation.

RESOURCES FOR PRACTITIONER INSERVICE: The state requires LEAs to have professional development plans and to submit them to the SBE. IHEs are encouraged to work with local districts on these inservice programs. Totaling approximately $3 million for 1987-88, state appropriations for professional development will remain the same for the coming school year.

MINORITY TEACHER RECRUITMENT: The SBE and the Board of Higher Education are cooperatively developing strategies for the recruitment of minority students. The SDE has a clearinghouse on women and minorities in teaching and administration. Since 1985, the state has also offered scholarships for women and minorities in educational administration. The state plans to have a conference on minority teacher recruitment. Finally, the Blue Ribbon Committee recommended two measures: 1) Design a comprehensive plan to ensure the academic success of minority teacher education students; 2) Develop strategies to entice midcareer minorities from other professions into teaching.

EARLY CHILDHOOD EDUCATION: Until 1985, all ECE services provided by the state were confined to special education students. The state subsequently expanded programs to include at-risk youth, and now funds 100 such projects statewide. Instructors at these public preschools must hold state certification in ECE which covers children from birth through third grade.

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(NOTE: In 1987, the state legislature passed a comprehensive educational reform package called the "A+ Program for Educational Excellence." Portions of this law appear in relevant sections below.)

STANDARDS: Certification candidates must meet the following cutoff scores on the NTE core battery examination: communication skills, 653; general knowledge, 647; and professional knowledge, 646. The state uses the NTE area exams as well as the Indiana Tailored Testing Programs for subject area tests. Scores vary.

Effective in 1990, Indiana will discontinue the life certificate that now requires a master's degree and three years of teaching experience. Instead, the state will issue a five-year regular standard certificate. Renewal will be based on college credits and inservice work and will require a total of six semester hours. The state awards certificates for various grade levels, early childhood education, all grade subjects such as music or art, and vocational/occupational areas.

PROGRAM CURRICULA: After July 1, 1988, Indiana will require all SCDEs to meet NCATE standards for state program approval.

Individuals earning a master's degree must have at least 18 hours in the subject field(s) that appears on their licenses, with a minimum of 12 hours in a major and six hours in a minor.

STANDARDS BOARDS: The state superintendent appoints the Teacher Training and Licensing Advisory Committee (TTLAC) to advise the SBE on teacher preparation, certification standards, and program approval. Committee members currently include two teachers, one superintendent, one school board member, one elementary school principal, one SCDE representative, and the state superintendent. Though the committee's total composition is not specified by law, the superintendent of public instruction always serves as an ex-officio member. Current TTLAC activities include a review of subject area certification exams and possible replacement of the Indiana Tailored Tests by NTE content area exams.

IRREGULAR CERTIFICATION ROUTES: When no certified teacher is available, a local superintendent may contact the SDE to request issuance of a limited certificate. Candidates eligible to teach on this certificate must have a minimum of 15 semester hours in an appropriate subject area and a district employment contract. Once accepted, they must take six semester hours per year in an approved teacher education program and must complete that program within five years. The certificate is renewable during this period. Officials report that only a moderate number of limited certificates is issued annually.

INCENTIVES: The state operates a "Teacher Quality Program." With $8 million in appropriations between 1985 and 1989, the program studies teaching projects throughout the state. Its goal is to replicate statewide those projects successful at the local level.

Forgivable loans are available to licensed teachers who want to retrain in shortage subject areas, such as mathematics, science, and special education. The maximum loan is $2,000 per year for up to five years.

The state continued appropriations for 1987-88 for Project Prime Time. This program provides additional funding to LEAs maintaining an 18:1 pupil/teacher ratio and is active in all Indiana school districts.

The legislature also appropriated $90,000 to develop a plan to recruit outstanding students into the teaching profession. In conjunction with a grant from the Carnegie Foundation, these funds will support annual scholarships of $1,000 to $2,000 for students who enroll in teacher education programs.

BEGINNING TEACHER INDUCTION: The A+ Program establishes a beginning teacher internship. After March 31, 1988, all beginning teachers will receive a regular standard certificate. These new instructors will also receive support from a mentor and be evaluated by a site principal. The law provides for optional SCDE participation. Should SCDEs choose to participate, the state will pay a faculty per dium and provide technical assistance. It will also pay mentors $600 annually. LEAs must develop means for support and assessment according to SDE regulations.

RESOURCES FOR PRACTITIONER INSERVICE: The A+ Program requires school corporations to implement staff performance plans as a condition for accreditation. The plans must provide for individual growth and development. LEAs are required to gain state approval for inservice programs that grant continuing renewal units.

MINORITY TEACHER RECRUITMENT: The state's comprehensive education reform package included a loan forgiveness program for minority students. Outlined above (see Incentives), this program has a component which targets minority students. A legal technicality prevented implementation of this component during 1987-88. The minority portion of the loan program has now been replaced by the new Minority Teacher Scholarship Fund. The fund will provide $1,000 awards for up to 550 black and Hispanic students. To forgive the award, recipients must teach for three of the five years following graduation.

EARLY CHILDHOOD EDUCATION: The state offers an early childhood certificate for preschool teachers.

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STANDARDS: The state conducted a one-year pilot program in 1986 to test candidates exiting from teacher preparation programs. The pilot included the P-PST, the NTE professional knowledge, and the NTE subject area tests and was administered on a voluntary basis. The SBE received a report on the pilot program in September 1987. Though it accepted the report, the state board took no action to implement statewide testing.

Effective October 1, 1988, Iowa will issue the following certificates: a two-year provisional certificate, a five-year educational certificate, and a five-year professional teacher's certificate. The latter requires a master's degree. Both the educational and professional teacher's certificates are renewable with eight units. Two units may be based on experience; the remaining six units must be college credits or staff development renewal units.

The 1986 legislature passed a bill that requires all evaluators of certified personnel to undergo an approved evaluator-training program. The SBE developed standards for these programs in fall 1987. Area education agencies, area community colleges, and IHEs will provide the necessary training.

If passed, legislation proposed this spring would mandate the following: 1) a uniform teacher education evaluation form; 2) one full day of inservice annually for cooperating teachers; and 3) 40 hours of work in the public schools every five years for IHE teacher education faculty.

PROGRAM CURRICULA: In 1986, the SDE adopted new institutional program approval regulations. The regulations require establishing practitioner committees to advise IHEs on program design. Each program must include coursework on exceptional as well as gifted and talented children. Child development, methods classes, and student teaching must be specific to the grade level of the endorsement being sought.

A joint resolution affecting curricula passed both legislative chambers this spring. The resolution calls for the SDE "to develop criteria for enhancing clinical experiences of prospective teachers" and to formulate a procedure for implementing these criteria. The SDE held a hearing in May on these topics; it is expected to release a report in January 1989. In addition, the resolution mandates two SDE feasibility studies--one on the development of clinical schools and the other establishing certification guidelines for experienced instructors who supervise new teachers.

STANDARDS BOARDS: Based on special task force recommendations, the Iowa Teacher Education and Certification Committee was reconfigured to create two committees: the Elementary and Secondary Advisory Committee of Teacher Education and the Merged Area School Advisory Committee. The former makes recommendations to the SBE on teacher education and

certification issues. This committee has 13 members, including eight teachers, two administrators, two college representatives, and one area education agency representative.

IRREGULAR CERTIFICATION ROUTES: No state-level programs reported in this area.

INCENTIVES: The 1987 legislature approved a bill that establishes an $18,000 minimum teacher salary. In addition, Phase III of the Educational Excellence Program allows districts to apply for funds to increase teachers' salaries. Funds may be disbursed as salary supplements, based on performance, or a combination of the two. The SDE received district applications through January 1, 1988 and released funds as plans were approved.

A scholarship/loan program for students entering mathematics and science education will be phased out after the 1988-89 school year.

BEGINNING TEACHER INDUCTION: The state has begun implementation of legislative proposal in this area. The SDE is charged with developing an internship and induction plan as part of approved teacher education programs. Consulting with SCDEs and various associations, the SDE must formulate criteria for such a program. It must submit a report to the General Assembly by January 9, 1989.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs and area education agencies currently provide inservice education activities. There is discussion at the state level to formalize inservice requirements by mandating staff development.

MINORITY TEACHER RECRUITMENT: The Board of Regents requested that state universities increase minority enrollment at each institution to 8.5% of the total student body. No state-level programs to recruit minorities into teaching specifically were reported.

EARLY CHILDHOOD EDUCATION: The state offers an endorsement for preK-K.

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STANDARDS: All state schools require a 2.5 GPA for junior-year admission into teacher education programs.

Candidates for initial certification must meet the following requirements: 1) a 2.5 overall GPA; 2) P-PST scores of 168 in reading, 168 in mathematics, and 170 in writing; 3) a score of 642 on the NTE professional knowledge examination.

The state issues two "standard certificates," the three-year and the five-year. Both of these are considered full professional certificates and may be renewed on the basis of continued teaching experience. The state is in the process of phasing out the three-year certificate. In addition, the state will issue a one-year, nonrenewable certificate to a prospective teacher who does not meet the testing requirements, provided the individual has a district employment contract.

PROGRAM CURRICULA: In developing competency-based program approval, the SBE considered NASDTEC standards, learned and professional societies' standards, and modifications specific to Kansas.

STANDARDS BOARDS: The SBE appoints the Teaching and School Administration Professional Standards Advisory Board to conduct reviews of teacher education and certification. The board has 20 members who advise the SBE. These members must include the following: 10 teachers (seven regular, one vocational, one special education, and one nonpublic), three principals (one each from the elementary, jr. high or middle school, and secondary levels), three administrators (one superintendent, one vocational adminstrator, and one special education administrator), one public IHE representative, one private IHE representative, one PTA member, and one local board member.

The board has a subcommittee called the Certification Review Committee (CRC). Reviewing approximately 60 cases annually, the CRC primarily handles certification appeals.

IRREGULAR CERTIFICATION ROUTES: Provisional certificates are available to candidates in specified areas. These certificates are valid for a specified number of years and renewable only on the basis of continued professional study in an approved teacher preparation program.

INCENTIVES: No state-level programs reported in this area.

BEGINNING TEACHER INDUCTION: The 1988 legislature renewed funding to pilot an internship program for first year teachers. The program includes both assessment and assistance components. The plan calls for supervision by a team, including a senior teacher(s) and a certified practicing administrator. Called an "assistance committee," this team evaluates an intern according to a set of criteria. The committee aids

the prospective teacher in professional development and in eliminating deficiencies. The SDE conducted a developmental year in 1986-87. It is conducting pilot studies during 1987-88 and 1988-89.

RESOURCES FOR PRACTITIONER INSERVICE: Funding continues for the Kansas Inservice Education Opportunities Act. Districts with SBE-approved inservice programs can receive reimbursement for one-half of one percent of their general fund operating budget. To grant renewal credits, LEAs must have their inservice plans approved by the state. Approximately half the districts have approved programs.

Instructors obtain recertification through university coursework or inservice credit. Teachers holding baccalaureate degrees may earn only half the necessary credit hours through inservice points. They must earn the remainder through graduate work or through upper division class hours in professional education, subject area studies, or their respective endorsement area.

MINORITY TEACHER RECRUITMENT: The SDE is assisting LEAs in establishing chapters of the Future Educators of America club. Some of these efforts focus on recruiting minority students into the profession.

EARLY CHILDHOOD EDUCATION: The state operates preschools for special education students only, though it offers certification endorsements in both ECE and ECE handicapped.

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STANDARDS: This summer the SBE will consider a program entrance requirement recommended by the Council on Teacher Education and Certification. The recommendation proposes that IHEs admitting students to teacher education first consider whether or not an applicant scored 19 or above on the ACT-COMP composite. If the applicant fails to meet this criterion, institutions may then consider whether the student received a 12.5 grade-level equivalent on the CBEST. To begin student teaching, prospective teachers now must maintain a 2.5 GPA in their major, minor, and professional coursework.

Certification requires candidates to meet the following minimum NTE test scores: general knowledge, 637; professional knowledge, 641; communication skills, 643; and subject area exams, 470-550. As of January 1, 1989, cutoffs will increase to 643, 644, 646, and 480-550, respectively.

PROGRAM CURRICULA: The SDE instituted a new "Three-Level Plan" offering certificates in early elementary (K-4), middle (5-8), and secondary (9-12) grades. Early elementary certification requires 39 semester hours in the professional education block, 21 semester hours in an academic emphasis, 150 clinical and field experience hours, and 12 weeks of student teaching. The secondary education curriculum is now competency-based; it requires 25 hours of professional training, includes 150 hours of prestudent teaching field and clinical experience, and mandates 12 weeks of student teaching. For the middle grades, new curricular requirements include 30 hours of professional training, two academic specializations of 24 semester hours each, and 150 prestudent teaching field and clinical hours.

Beginning September 1988, revised standards for NCATE accreditation will be required for program approval.

STANDARDS BOARDS: The 33-member Council on Teacher Education and Certification (CTEC) acts as an advisory body to the SBE. Though it does not handle program approval, the CTEC conducts research on teacher preparation and advises the state board on the certification standards. Law stipulates council membership as follows: nine teachers, three school administrators, two superintendents, one occupational education representative, two occupational education teachers, one PTA member, one Kentucky School Boards Association representative, eight SCDE deans from the public universities, three deans from private colleges, one SDE representative, and two members at-large.

Legislation introduced in 1987 would have established an autonomous standards commission. Reviewed in the spring 1988 legislature, the bill was reported out of, and subsequently returned to, committee. No further action was taken.

IRREGULAR CERTIFICATION ROUTES: The SDE recently adopted recommendations from a report by the Council on Teacher Education and Certification to establish state guidelines for an "alternate certificate." Under these new guidelines, Kentucky may issue qualified candidates a one-year, nonrenewable certificate. Candidates must have a district agree to hire them and must be enrolled in a state-approved alternate teacher education program. Such students divide time equally between teaching and training. Districts as well as institutions must assess the trainees' performance. Finally, the teacher temporarily certified by this route must have a recommendation before initial certification.

Kentucky also grants emergency certificates. When a fully certified teacher is unavailable, an LEA may request that an uncertified individual be employed on an emergency certificate. Annual renewal requires a minimum of six credit hours per year. The SBE oversees emergency certification cases.

INCENTIVES: The legislature appropriated funds for loans to recruit mathematics and science majors into teaching and to encourage instructors to retrain in those fields. The maximum loan is $2,500 per year. The program forgives a semester of loan for each semester of mathematics or science teaching in the state.

The legislature continued funding for a scholarship program for outstanding students who enter teacher education. The maximum award under this program is $5,000 per year.

The Education Improvement Act of 1985 mandates a career ladder plan. The state piloted 12 models during 1986-87. A report on these models was issued to the legislature and the governor in January 1988. The program did not receive funding for 1988-89.

The state appropriated funds for a 2% increase in teachers' salaries for 1988-89 and 5% for 1989-90.

BEGINNING TEACHER INDUCTION: A statewide induction program began operating in the 1985-86 school year. Issued a one-year provisional certificate, beginning teachers receive support and evaluation by a three-member team during this first year. The team consists of the site principal, a trained resource teacher, and a teacher education representative. Having previously used the Florida Performance Measurement System (FPMS), Kentucky is switching to a state-developed evaluation instrument. The program enrolled 1,554 beginning teachers for the 1987-88 school year.

RESOURCES FOR PRACTITIONER INSERVICE: The state mandates four days of annual inservice education. LEAs usually provide the inservice programs on these days, and the state pays all salaries. In some areas, consortia of LEAs work cooperatively with IHEs to provide inservice activities. The SDE funded and conducted one statewide inservice day during 1986-87.

New standards require that a teacher be half-way to completing a master's degree at the first five-year renewal. Kentucky requires all teachers to obtain a master's degree within 10 years of initial certification.

The SDE approved institutes to retrain personnel in shortage areas. Training costs and some living allowances are provided.

In January 1988, a principal testing and internship program began. The state validated the NTE and a Kentucky-specific examination for administrators. Principals are required to participate in a one-year internship program with a principal-mentor from the same LEA.

MINORITY TEACHER RECRUITMENT: The SDE is conducting two studies to determine the effects of new requirements on minority students. The first study focuses on helping faculty upgrade the ability of minority students to meet new standards. The second is an impact study examining NTE data with respect to minority populations.

Since fall 1987, the Council on Higher Education has required IHEs and SCDEs to collect data on the ethnicity of students grouped by major.

The SDE is informally working with one historically black institution to enhance minority recruitment to the profession.

EARLY CHILDHOOD EDUCATION: The State Department of Human Resources licenses all child care facilities for four or more children. The licensing procedure focuses on the physical plant and facilities. The state does not currently operate any public preschools for non-special education children or offer an ECE certificate. However, a state-appointed committee is conducting a feasibility study on establishing guidelines for preschool certification.

AACTE
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LOUISIANA

STANDARDS: Entry into teacher education programs requires a score of 644 on the NTE general knowledge examination and 645 on the communication skills portion. However, 10% of a SCDE's annual entering class of teacher education students may be admitted under an "admissions window." Students entering via this window are not required to meet the testing requirements until certification, but they must meet all pertinent institutional entry requirements before admission to a teacher preparation program.

Initial certification requires a minimum of 645 on the NTE professional knowledge exam. Candidates must also pass the NTE subject area test for their respective endorsement areas. Passing scores vary, 470-580.

The Board of Regents appointed a Task Force on Teacher Preparation and Certification. The group issued a report to the SBE and to the House and Senate education committees in January 1988. The study covers recruitment and retention, admission to SCDE teacher preparation programs, restructuring teacher education, certification standards, and induction. Action is pending.

A legislative proposal to require a master's degree for initial certification failed this spring.

PROGRAM CURRICULA: Louisiana currently uses state-developed standards for program approval. The SBE reviews programs every five years. The SDE reported that both program approval and certification standards will probably be revised within the next two years.

STANDARDS BOARDS: The 12-member State Certification and Teacher Education Advisory Council advises the SBE on various issues relating to teacher preparation and certification. Stipulated by law, the council's composition includes seven teachers, one principal, one school executives' association representative, one school superintendents' association representative, one SCDE dean, and one SDE representative.

IRREGULAR CERTIFICATION ROUTES: An irregular route is available to bachelor's degree holders. Individuals must complete specified general education requirements before entering the classroom under the supervision of an SCDE. They must also meet all program requirements before the state grants full certification.

INCENTIVES: Education majors with an ACT score of 22 or higher are eligible for a state scholarship/loan program. Students may receive a maximum of $2,000 per year for up to four years. The state forgives one year of loan for each year of teaching in Louisiana.

The legislature provides LEAs with awards of $500 for Outstanding Teachers of the Year.

Legislation passed in 1985 created the Teacher Incentive Pay Models Program. The SDE invited each city and parish (district) to submit proposals for incentive-pay pilot programs. The state funded 10 of these proposals during the 1986-87 school year. Three of the 10 were chosen for implementation in fall 1987.

All graduate work for a master's degree must be in the certificate holder's teaching field in order to qualify for advancement on the salary schedule.

BEGINNING TEACHER INDUCTION: Though law mandates a statewide beginning teacher program, no money has been allocated for this purpose.

RESOURCES FOR PRACTITIONER INSERVICE: The state operates a Professional Inservice Program (PIP). An agreement between the SDE and the universities allows SCDEs to provide state-approved credit. Louisiana also has three professional development centers. During 1988, the SDE will phase out a program that tied salary increments to accumulated service and university credits.

The 1986 legislature authorized parishes with more than 450,000 average daily attendance to establish trusts for professional development programs.

MINORITY TEACHER RECRUITMENT: To increase the numbers of minority students entering teacher education programs, the state established an "admissions window." (See Standards.)

A concurrent resolution, pending in the Louisiana House of Representatives, would establish a task force to study all aspects of the minority teacher shortage.

EARLY CHILDHOOD EDUCATION: The state provides a limited amount of funds to public preschools for at-risk four-year-olds. These programs receive supplemental monies from the Federal government as well as other sources and operate in public school facilities. To teach in a public preschool, instructors may hold either a nursery school, kindergarten, or elementary certificate. A proposal under SBE consideration would eliminate the third option. Another item under review by the SBE would require that total family income for eligible four-year-olds not exceed $15,000.

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STANDARDS: The state recently established cutoff scores for the NTE exam. Effective July 1, 1988, all certification candidates must meet the following minimums: communication skills, 656; general knowledge, 649: and professional knowledge, 648. In addition, the state is validating the P-PST and will establish cutoff scores which candidates for vocational education certificates will have to meet.

The state will implement the following new three-level certification framework as of July 1, 1988: (1) Grant provisional certificates to graduates of approved SCDE programs and to individuals with bachelor's degrees in other fields who have met other certification requirements. (2) Give five-year renewable professional certificates to instructors who successfully complete the two-year provisional period and a review by their support team. (3) Award master certificates to professional certificate holders who have at least five years of classroom experience and who demonstrate involvement in curricular and professional development activities.

PROGRAM CURRICULA: Maine offers three routes to program approval; SCDEs may meet NASDTEC or state standards or be NCATE accredited.

STANDARDS BOARDS: The SBE convenes ad hoc task forces to advise it on various issues relating to teacher education policy as they arise. It established an 18-member Teacher Certification Committee specifically for the redesign of the certification system. After completion of the certification review in 1987, the committee disbanded. The state may soon appoint a new task force to monitor implementation of the new certification standards and other policies.

IRREGULAR CERTIFICATION ROUTES: When no certified instructor is available, LEAs may request issuance of a conditional certificate. Eligible candidates must hold a bachelor's degree in liberal arts and science from an accredited institution and must have subject knowledge preparation. A support team, which may include a master teacher, assists the new instructor over a period of two years. During this time, a district steering committee observes and evaluates the teacher, and makes the final certification recommendation.

INCENTIVES: The state granted each teacher a $2,000 stipend in 1986. In addition, the legislature that year instituted a minimum teacher salary of $15,500. The state assisted the LEAs in meeting this minimum for 1986-87. The LEAs were required to meet the minimum independently in 1987-88. The legislature appropriated $10 million for increases in teachers' salaries for the 1988-89 school year.

The Blain House Scholars Program provides a maximum of $1,500 of tuition aid per year for up to four years. Half of the loans go to students entering teaching in areas of subject or geographic shortage, 25% are

available to students in any discipline, and 25% are earmarked for current teachers for professional development. The state set program funding at $1,945,000 for 1987-88.

BEGINNING TEACHER INDUCTION: Under a new provisional certificate, beginning teachers will receive support and evaluation during their first two years. Support teams of experienced teachers will assist new instructors. Guided by a teacher action plan, work will include professional development activities. The support team will assess the teacher at the end of the provisional period. Professional certification requires a successful review. The state piloted this plan during 1985-86 and 1986-87, submitting an pilot evaluation report to the SBE in fall 1987. State guidelines for LEA implementation were approved and will become effective July 1, 1988.

RESOURCES FOR PRACTITIONER INSERVICE: The state provides funds for school districts to work with SCDEs to establish professional development centers for inservice training. An LEA must obtain state approval of its professional development program in order to offer participants credits toward certificate renewal.

Effective July 1, 1988, teachers must obtain an endorsement for each subject taught.

MINORITY TEACHER RECRUITMENT: The state offers free tuition at its public university to native American students. No program or activity directed specifically at recruiting minorities into teaching was reported.

EARLY CHILDHOOD EDUCATION: Permissive legislation allows districts to set up preschool programs for regular four year-olds. Funds for these programs are part of the state's annual operating budget, and 160 children are served statewide. Maine also offers early childhood grants. Districts may apply for matching funds to implement a prekindergarten program, though no district to date has applied for these grants. The state does not offer or require an ECE certificate to teach in preschools.

AACTE
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STANDARDS: The state requires the NTE for initial certification. Qualifying scores for the NTE core battery are 645 in general knowledge, 648 in professional knowledge, and 648 in communication skills. Qualifying scores are required. On the NTE subject exams for areas leading to initial certification, qualifying scores vary.

PROGRAM CURRICULA: The state requires SCDEs to meet NASDTEC standards for program approval.

STANDARDS BOARDS: The SBE appoints the Professional Standards and Teacher Education Advisory Board. Stipulated in the state bylaws, membership on the Advisory Board totals 23 and must include the following: eight teachers, six teacher education faculty members, four representatives of the current administrative or supervisory staffs of public schools, two representatives of the current administrative or supervisory staffs of approved nonpublic schools, and three lay members, one of whom shall be a member of a local board of education.

The 1987 legislature defeated a bill to create an autonomous standards board. Another measure, introduced in 1988 and designed to change the current advisory panel into an autonomous board, passed the House but was not reported out of its assigned Senate committee.

IRREGULAR CERTIFICATION ROUTES: The state has developed guidelines and standards for "alternative preparation programs" to certify nontraditional populations, such as career changers, military retirees, and midcareer professionals. Four such programs have been approved and approval of a fifth is pending.

An individual who holds a bachelor's degree or higher from an accredited institution but fails to meet the requirements for Maryland standard professional certification may be issued a provisional certificate. A local school system may request issuance of a provisional certificate only when no certified instructor is available. Valid for one year, provisional certificates are issued and renewed with the stipulation that the holder complete six semester hours of coursework annually toward fulfilling the requirements for standard certification.

INCENTIVES: Maryland's State Scholarship Board administers the Sharon Christa McAuliffe Memorial Teacher Education Tuition Assistance Program. Scholarships are available to individuals who agree to teach subjects deemed as areas of shortage. (After the SDE issues its annual teacher supply/demand study, the SBE announces the official shortage areas for the given year. The 1987-88 shortage areas are special education, trades & industry, industrial arts, mathematics, physics, chemistry, general science, and earth science.) Eligible candidates include advanced undergraduates with 60+ semester hours, baccalaureate degree holders, and teachers retraining in new areas of concentration. The scholarship board

selects recipients. The scholarship program's service clause requires recipients to teach one and one-half years in state for each year of assistance received. Service repayment is reduced to one year if individuals teach in Prince George's County or Baltimore city schools. The size of awards varies with annual appropriations. Scholarships generally cover tuition and fee costs up to those at the University of Maryland, College Park. Room and board is added for recipients who reside on campus. The legislature appropriated more than $200,000 for 1988-89, and the state plans to award approximately 65 scholarships with the funds.

BEGINNING TEACHER INDUCTION: The state provided a small amount of funds to one IHE and a county school system to implement a program for supervisors of student teachers. In this program, experienced instructors and college supervisors work with the student teachers to improve teaching and observation skills.

The SDE piloted the Maryland Criteria for the Evaluation of Beginning Teachers during winter 1986. A field test report was completed in December 1987. During 1987-88, the state also funded induction activities in five local school systems under the Exemplary Programs Project. The participating LEAs are working with "Research for Better Schools" to review their respective experiences and share information with other districts. The state plans to compile this information and to sponsor a dissemination conference in 1989. Continuing its partial funding of the five original projects, the state will offer technical assistance to other LEAs that want to institute induction programs.

RESOURCES FOR PRACTITIONER INSERVICE: LEA provision of inservice programs is optional. Districts must submit inservice coursework for state approval should they choose to offer such programs. Most LEAs provide some type of inservice activity.

MINORITY TEACHER RECRUITMENT: The state superintendent convened a task force on "Recruitment of Minorities to Professional Staff Positions." Composed of various representatives from the education community, the task force was to formulate policies and offer recommendations to recruit, promote, and retain minorities in teaching. The task force issued its report early this year. Recommendations included strengthening Future Teachers of America chapters and earmarking funds for minority candidates in the state's teacher education scholarship program. The SBE approved the recommendations. One full-time staff person will work with a team to implement the report recommendations.

The SDE is offering technical assistance to the University of Maryland, College Park, and to Montgomery County to design a teacher education program for minority students. The county's and institution's collaborative program proposal awaits SDE approval. If approved, the state will be able to grant certificates to program graduates. The SDE hopes the program will provide a model for use throughout the state.

Other state efforts to address this issue include recruitment visits to IHEs as well as data collection on minority enrollment in teacher education programs.

EARLY CHILDHOOD EDUCATION: No state-level programs reported in this area.

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MASSACHUSETTS

STANDARDS: Legislation passed in 1985 requires the development and use of certification tests in communication skills, language skills, and subject areas. The state allocated a total of $900,000 during the last two years for test development. With guidelines for creating the examinations, the SBE authorized three contractors to develop both the language and communication skills tests. Individual NTE exams are being validated for the subject areas. The implementation target is 1989.

In October 1987, the Joint Task Force on Teacher Preparation (JTTP) issued a report titled "Making Teaching a Major Profession." Created by the state's Board of Regents of Higher Education and Board of Education, the JTTP offered a series of recommendations designed to improve teacher preparation in Massachusetts. The SBE and the Board of Regents tentatively adopted the report recommendations without change. Major proposals affecting standards include the following: 1) issuing five-year provisional certificates to prospective teachers who complete an undergraduate program in a liberal arts and science or appropriate interdisciplinary major; 2) requiring a master's degree for full certification. (See relevant sections below for additional report proposals.) After a recent hearing, the SBE formally adopted part of the first proposal. The state will require prospective teachers, beginning with the undergraduate class of 1993, to have a liberal arts and science or interdisciplinary major. Whether these candidates will receive provisional certificates is undecided. No regulations have been established for the second proposal listed above. Implementation of other portions of the JTTP report may begin as early as fall 1989. Though legislation filed as a result of the report calls for a major overhaul of teacher education, the measure has not yet passed or been signed into law.

PROGRAM CURRICULA: Massachusetts uses state guidelines for program approval.

Changes affecting teacher education curricula proposed by the Joint Task Force on Teacher Preparation (see Standards) are as follows: 1) Divide teacher preparation into two stages--undergraduate and graduate; 2) Supplement baccalaureate studies with a minimum of 150 hours of supervised classroom experience and with college courses that integrate subject matter and pedagogy; 3) Restructure master's programs on a clinical model.

STANDARDS BOARDS: The SBE appoints the Massachusetts Advisory Commission on Education Personnel to advise it on teacher education and certification. Nominated by their constituent bodies, the 21 members draw from various groups, including teachers, administrators, SCDE faculties, students, and local board members. One-third of the group must be teachers from either public or private schools. Commission membership is not stipulated outside this latter requirement.

Three bills relating to this topic were filed in the spring legislative session. One bill would establish an autonomous board. Though the issue is unresolved, it is possible that regulations governing the advisory commission's membership may be changed to require a majority of teachers.

IRREGULAR CERTIFICATION ROUTES: The SBE recently established the 15-member Certification Review Panel (CRP). After member nominations were confirmed, the CRP met for the first time in December 1987. The panel will review cases of individuals not meeting the state's standard certification requirements.

The state encourages candidates to pursue an IHE-based teacher preparation program, although it will waive certain requirements if appropriate. Bachelor's degree holders may receive alternate certification following a detailed transcript analysis. This process, however, is rarely used.

Since 1982, a modified, paid-internship option has been available to certificate candidates meeting most of their professional requirements. The intern must be sponsored by an SCDE or the employing district.

The 1985 law also provides for an apprentice teacher program. Honors graduates meeting the subject criteria may be employed as interns while fulfilling certification requirements. Local districts must develop plans in cooperation with SCDEs to train these interns. Approximately 25 interns are currently employed under the apprentice program.

INCENTIVES: Legislation passed in 1985 requires a minimum teacher salary of $18,000 and a package of forgivable loans for designated shortage areas. The $18,000 minimum was to be implemented over a two-year funding period subject to LEA approval. The state paid the districts monies to meet the difference between their minimum salaries and the $18,000. However, funds were not allocated to upgrade the salaries of experienced personnel. Some LEAs have not instituted the minimum salary because of the cost of upgrading experienced teachers' salaries to match minimum salary gains. A legislative proposal passed this spring raised the minimum salary to $20,000.

The Horace Mann Scholars Program provides $2,500 stipends to teachers who undertake extra supervisory or curricular duties. These stipends are available to one-sixth of the faculty at each site in any one year.

BEGINNING TEACHER INDUCTION: A proposal by the Joint Task Force on Teacher Preparation (see Standards) would provide an induction-type experience via a clinical master's program. In the clinical proposal, M.A. candidates would be placed in paid positions at specially designated professional development schools. They would be closely supervised and evaluated by a mentor teacher, one liberal arts faculty advisor, and one education faculty advisor.

RESOURCES FOR PRACTITIONER INSERVICE: The state allocates funds for LEAs to contract for inservice education. An LEA may contract with a regional education center or an individual IHE. Comprising the Commonwealth Inservice Institute, the regional centers are available for general consultation on professional development programs. The state increased funding for the centers during the 1987-88 school year.

Pending legislation would require LEAs to devise five-year plans, including inservice proposals.

MINORITY TEACHER RECRUITMENT: The SDE released a report from the Massachusetts Institute for Social and Educational Research (MISER) in summer 1987. Among other recommendations, the MISER report proposed a reorganization of the state's Bureau of Teacher Preparation. The SBE approved the reorganization and plans to have it operational by the end of 1988. Plans include renaming the bureau the Division of Educational Personnel. Within this division will be a Bureau of Teacher Preparation and an Office of Placement and Minority Recruitment. Officials report that the latter will address the minority teacher recruitment issue.

The SBE and Board of Regents discussed the potential minority loan and scholarship programs at a meeting in November 1987 but took no action. The two boards anticipate appointing a task force on minority teacher recruitment and retention.

A proposal in the report by the Joint Task Force on Teacher Preparation specifically calls for state efforts to recruit minority students into the teaching profession.

EARLY CHILDHOOD EDUCATION: Through the 1985 Public School Improvement Act, the SBE provided $10 million in funds to prekindergarten programs for non-special education children. Currently, the state's Early Childhood Education Advisory Council is working to integrate classes for special needs and regular preschoolers. In conjunction with this effort, the state is developing an ECE certificate to cover both groups of children. The state presently offers a regular K-3 certificate and a special needs certificate for three- to seven-year-olds. Officials hope to implement the revised certification plan for prospective teachers entering college in fall 1989.

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MICHIGAN

STANDARDS: SCDEs require a 2.0 GPA for entry. The Periodic Review Task Force raised this requirement to 2.5 for teacher preparation programs in public institutions. Included in the new program approval regulations, the GPA requirement must be maintained by students throughout their coursework in teacher education.

Legislation passed in 1987 requires testing in basic skills and content areas for certification. The law specifies that an advisory council should be assigned to facilitate test development. Though the legislature has not appropriated funds for this purpose, the SDE is now organizing development of a test to be administered prior to student teaching. The examinations are to be in place by 1991.

Michigan grants provisional certification to all new or out-of-state teachers applying for their first certificate. The provisional is valid for six years and is issued for the elementary, middle, or high school levels. With three years of successful teaching experience and 18 hours of coursework beyond the provisional level, teachers may obtain a continuing certificate. After September 1, 1988, this certificate will require renewal every five years.

PROGRAM CURRICULA: In 1985, the SBE adopted a program review process based on a Michigan Association of Colleges for Teacher Education proposal. The process requires program review every five years on the basis of a comprehensive set of state standards for SCDEs. A panel met for two years and developed these "standards of quality." The SBE adopted the panel's proposal in fall 1987. Elements of the program review process resemble NCATE redesign standards with some state-specific modifications. Having developed Michigan's new standards, the Periodic Review Task Force is currently devising implementation methods.

A special study on the future of teaching resulted in the following recommendations: (1) development of teacher supply and demand data for Michigan; (2) development of teacher incentive plans for board consideration; (3) development of recruitment incentives for entry to SCDEs; (4) increased admission requirements for SCDEs; (5) increased professional development requirements. The SBE continues to consider these recommendations and has taken initial action on the first two. The SDE issued a teacher supply and demand report in 1987. It also established a higher education minority recruitment and retention center.

STANDARDS BOARDS: The SBE appoints the Periodic Program Review Council (PPRC) to make recommendations on certification and SCDE program approval standards. Task force membership draws from several education groups, including IHEs, teacher and principal associations, and school boards. The number of representatives serving from each group is not specified.

In April the SBE approved a proposal to establish a new commission to advise the board on teacher education policy in the state. Titled the Professional Standards Commission for Teachers (PSCT), the group will have 15 members: 10 teachers, two IHE representatives, one school administrator, one LEA board member, and one public representative. The SBE will appoint members; the first meeting has not yet been scheduled. Charged with five duties relating to teacher education and certification, the PSCT may have responsibilities that overlap those of the Periodic Review Task Force. It is currently unclear whether the two groups will merge or remain separate.

IRREGULAR CERTIFICATION ROUTES: The legislature is considering a bill that would allow school districts to hire noncertified individuals to teach in the areas of science, technology, mathematics, and computer science. The state would require districts to demonstrate that certified personnel were unavailable. Deliberations are expected to continue through the 1988 legislature.

INCENTIVES: Funds are available to retrain instructors for positions in shortage areas.

Introduced in fall 1987, a proposal for the Michigan Future Educator's Fund would have provided grants to prospective teachers. If recipients decided not to teach, awards would convert to loans. The legislature did not fund this program for 1988-89.

BEGINNING TEACHER INDUCTION: Though no state-sponsored programs were reported in this area, the Michigan Association of Colleges for Teacher Education is currently exploring options for an induction progran.

RESOURCES FOR PRACTITIONER INSERVICE: Effective in 1989, the state will require six semester hours or equivalent CEUs for certificate renewal every five years. Two sections of the State Aid Act provide state funds to 54 intermediate districts for professional development.

MINORITY TEACHER RECRUITMENT: In May 1987, the legislature received a progress report on efforts to establish an Office of Minority Equity in the SDE. This office facilitates the recruitment and retention of minorities in higher education. Among other projects, it runs the Martin Luther King, Jr./Caesar Chavez/Rosa Parks program. This program offers graduate scholarships, professor fellowships, and early identification programs for minorities. The Office of Minority Equity generally handles issues related to minority teacher recruitment, though no programs focusing exclusively on this issue were recently reported.

EARLY CHILDHOOD EDUCATION: Michigan's governor recently proposed funds for a preschool program that targets at-risk four-year-olds. The initiative requires $180 million between 1989 and 1991.

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MINNESOTA

STANDARDS: Effective April 4, 1988, all certification candidates must pass the P-PST examination with the following minimum scores: reading, 173; writing, 172; and mathematics, 169.

The 1987 legislature passed an omnibus aid bill with one provision that requires the Minnesota Board of Teaching (MBT) to design and implement an assessment system for initial and continuing licensure. Assessment should allow instructors to demonstrate the abilities necessary for performing selected, representative teaching tasks. The state appropriated $320,000 for identification of pertinent abilities and test development between 1987 and 1989.

PROGRAM CURRICULA: Minnesota uses state-developed standards for program approval.

During 1986-87, the state legislature appropriated monies for the study of exemplary teacher education programs. Three institutions, in collaboration with LEAs, received funding for planning models. The models included a postbaccalaureate program, a midcareer program, and a redesigned undergraduate teacher preparation program. The state funded two other exemplary projects for the 1987-88 academic year.

Subsequent to the initial exemplary study, the MBT established rules for institutions to follow when designing alternative or experimental teacher education programs. SCDE must articulate and evaluate differences between their standard and alternate programs. Pending formal adoption of a rule change, the Board of Teaching will allow IHEs designing experimental programs to request exemption from current program approval standards. In any case, the MBT must approve all such projects.

Based on task force recommendations, 1987 legislation requires that the MBT study SCDE programs in terms of outcomes and processes as well as inputs and resources. It recommends development of a new program evaluation system. Curricular changes also suggested in the legislation include improving preservice practical experience and expanding the liberal arts component of teacher preparation. The MBT must develop new rules for the redesign of teacher education curricula and program evaluation by October 1988. The MBT also must issue a longitudinal report on state teacher education programs by July 1, 1990.

STANDARDS BOARDS: The 15-member MBT is appointed by the governor and has autonomous authority to establish certification, entry, and exit standards. The Board also approves teacher education programs. Stipulated by law, the composition of the MBT must include six teachers, one other school personnel representative, one principal, one SCDE representative, and six lay members.

A bill to require that a majority of MBT members be teachers did not pass out of committee during the spring legislative session.

IRREGULAR CERTIFICATION ROUTES: No state-level programs reported in this area.

INCENTIVES: In August 1987 the state commissioner appointed the Teacher Mentoring Task Force. The task force has 15 members, representing various groups in the education community. The group has three tasks: 1) select demonstration sites for a mentor pilot program; 2) review options for state and local incentive programs; and, 3) determine methods of improving the profession through empowerment of teachers. The task force has already completed the first charge. It selected 11 mentor program sites to be supported with a $500,000 grant. The task force is currently working on the two remaining directives.

BEGINNING TEACHER INDUCTION: The 1985 legislature requested that the MBT develop a plan for assessment and support of beginning teachers. As noted above, 11 sites have been selected as mentor pilots for the 1988-89 school year. In addition, the MBT recently funded two collaborative induction projects to operate from January 1988 through spring 1990. These projects involve both SCDEs and local school districts.

RESOURCES FOR PRACTITIONER INSERVICE: Districts may establish their own inservice plans. The state appropriated funds for professional development through a project titled "Program Improvement Grants." Under this project, the state provides two-thirds and the LEA provides one-third of the monies for local inservice activities. IHEs and intermediate service units also provide professional development programs.

Certificate renewal every five years requires 125 clock hours.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: The state provides funds through its general operating budget for ECE programs in public schools. These programs include family education (i.e., for parents and children), special education, and regular preschool classes. In addition, state offers separate certificates corresponding to each of these three ECE areas. Effective 1989, the state will require that instructors in the prekindergarten programs hold appropriate certification.

The governor's budget included an ECE proposal. Districts would have the choice of offering various programs, including a program for three- and four-year-olds at-risk.

AACTE
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MISSISSIPPI

STANDARDS: Entry to teacher education programs requires a 2.5 GPA. Institutions must also assess students' basic skills upon program entry. For assessment, public IHEs use the ACT-COMP composite and private IHEs use either the ACT-COMP composite or the NTE core battery. A uniform assessment rule may be adopted by the SBE this spring so that both public and private institutions can use either examination.

Certification requires the following scores on the NTE examinations: communication skills, 644; general knowledge, 639; and professional knowledge, 642. Passing scores on the NTE subject area sections range from 470 to 520. For all candidates applying for initial certification after September 1, 1988, qualifying scores will be three points higher on each of the core battery sections and will range from 490 to 570 on the specialty area exams.

The 1986 legislature declined to postpone a mandated assessment of experienced teachers. Certified personnel underwent on-the-job assessment in spring 1987 to determine eligibility for a $1,000 pay raise during 1987-88. Districts have assumed responsibility for this evaluation, and a modified version of the Mississippi Teacher Assessment Instrument (M-TAI) is used for this purpose throughout the state.

The state expects to appoint a task force to review all facets of the teaching profession in Mississippi, including teacher education.

PROGRAM CURRICULA: Teacher preparation programs must meet modified NASDTEC standards for state program approval if they are not NCATE accredited.

The SBE recently approved a reform package. Under this package, teacher education core curricula must include 44 units in general education, and all candidates must participate in a minimum of 12 weeks of student teaching.

STANDARDS BOARDS: The Commission on Teacher Education and Certification reviews standards and makes recommendations to the SBE on issues relating to the profession. The commission's 15 members must include four teachers, three school administrators, one IHE representative, one junior college representative, one local school board member, and five lay members.

IRREGULAR CERTIFICATION ROUTES: An individual with a bachelor's degree from a regionally accredited IHE may apply for standard certification through an irregular route. The candidate must achieve NTE scores in the 51st percentile or above (based on the 1983 norms of the core battery and specialty area). In addition, the candidate must successfully complete a provisional period that includes 12 semester hours of education

coursework at an approved SCDE. These hours should include material on test development and interpretation, teaching of subject content in proper scope and sequence, methods of teaching, and classroom management.

INCENTIVES: The state raised its minimum salary by $1,000 to $15,875 for 1987-88. In addition, the legislature appropriated funds during the spring 1988 session to grant teachers salary increases ranging from approximately $2,000 to $7,000. Partial implementation of the increases will occur on December 15, 1988, with full implementation the following year.

The Board of Trustees for state institutions provides tuition-free courses in mathematics, science, foreign language, computer science, and special education. The classes are available for currently certified personnel to add an endorsement area or to upgrade their certificates.

The state forgivable loan program is no longer in operation.

BEGINNING TEACHER INDUCTION: As of spring 1988, all graduates of teacher education programs will receive provisional certificates. LEAs will provide support and evaluation for beginning teachers. Using the M-TAI, a three-member team will evaluate a new instructor on 16 generic competencies. A provisional teacher must obtain 60% of the competencies in the first year, 75% in the second, and 100% by the end of the third year. With a 100% evaluation, the beginning teacher may receive professional certification. Models have been developed for remediation of deficiencies.

RESOURCES FOR PRACTITIONER INSERVICE: The state initiated a staff development program during the 1985-86 school year. Beginning in 1986-87, the state issued teachers one-year certificates renewable upon completion of annual inservice projects. These programs require 26 hours of staff development. LEAs divide these hours between support and training activities.

MINORITY TEACHER RECRUITMENT: The SBE, in conjunction with the state university's Board of Trustees, plans to appoint a task force on the teaching profession (see Standards). A subset of the task force is expected to examine the issue of minority teacher recruitment. No currently operating state-level programs were reported in this area.

EARLY CHILDHOOD EDUCATION: State efforts in this area are confined to special education children.

AACTE
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MISSOURI

(NOTE: In 1985, the state legislature passed a comprehensive educational reform package called the Excellence in Education Act. Portions of this law appear in relevant sections below.)

STANDARDS: Entrance into teacher preparation programs requires an SAT composite score of 800 or an ACT composite score of 18 and a 2.5 GPA.

The Excellence in Education Act of 1985 requires that basic skills competence be measured for certification. The state developed and piloted a criterion-referenced entry test called College BASE (Basic Academic Skills Exam). All individuals applying to teacher education programs after September 1988 will be required to take this exam. Law also requires an exit assessment. The SDE assigned committees to consider instruments to meet these requirements. Officials report that the exit exam will probably include both written and performance-based evaluations. The SDE may choose a national test for the written section but plans to develop its own performance evaluation.

After September 1, 1988, the state will no longer issue life certificates. The state has established a new four-tier certification scheme as follows: 1) Professional I certificate to be issued for an instructor's initial two years; 2) Professional II certificate to be issued for three years; 3) Professional III certificate to be issued for five years; 4) Continuing Professional certificate to be issued only to instructors with master's degrees and 10 years of experience.

PROGRAM CURRICULA: The Excellence in Education Act requires that SCDEs meet new state requirements for program approval. New standards include the following: 1) state approval of each subject program offered for certification; 2) strengthening the liberal arts component of teacher education programs in conjunction with liberal arts faculty; 3) improving clinical experience; 4) demonstrating SCDE faculty involvement in public schools. Institution of the new standards will occur as each SCDE's current approval expires. The SDE is responsible for program evaluation visits, while the SBE issues final approval.

STANDARDS BOARDS: The Missouri Advisory Council for the Certification of Educators (MACCE) has 25 members. MACCE is the initial authority in developing new state certification regulations. The SBE, however, must adopt all changes. The Council includes 15 teachers and draws its remaining members from IHEs, school boards, and administrator groups.

IRREGULAR CERTIFICATION ROUTES: This spring the legislature passed a bill with an amendment related to this topic. Under the amendment, an individual with a doctorate in a teaching subject area who passes a portion of the impending exit assessment is allowed to teach. The governor is expected to sign the measure; the SBE would then develop implementation guidelines.

INCENTIVES: Under the Excellence in Education Act, nonrenewable scholarships of $2,000 are available to candidates who are at or above the 85th percentile in class rank or on scholastic tests. State funds provide $1,000 for each scholarship, with participating IHEs supplying the balance. Recipients must complete their teacher education program and teach in a Missouri public school for five years or the award will convert to a loan. The state disbursed 210 scholarships in 1987-88.

For 1988-89, the state mandated a $17,000 beginning salary. In 1985-86, the state piloted and funded a career ladder program for certified personnel. Districts now have the option of implementing a career ladder. If they choose to institute a program, districts may adopt the state pilot or a state-approved alternate plan. Plans must contain three ladder increments as well as admission and advancement criteria. They also should be consistent with teacher certification requirements. Supplemental pay for the three steps is $1,500, $3,000, and $5,000. Eighty to 100 districts implemented the state-developed model in 1987-88, with a total of 2,300 teachers participating. State funding for 1988-89 will be $10 million.

BEGINNING TEACHER INDUCTION: After September 1988, beginning teachers will follow a professional development plan for their first two years. The SDE assigned a committee to prepare voluntary guidelines for these programs. Plans must include provisions for support and evaluation by the LEA and for assistance from the SCDE that graduated the new teacher.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is provided at the discretion of local districts. After September 1988, the state will require all LEAs to have professional development plans. Mandated inservice activities include an induction program for beginning instructors and evaluation of all teaching staff. The SDE recently developed guidelines for professional development. Seven public hearings were held during winter 1988. The state distributed guidelines to LEAs this spring for districts to develop their own programs.

The 1985 act provides tuition reimbursement for certified personnel. Monies are available for up to three credit hours for the field in which the teacher is certified and employed the following year.

MINORITY TEACHER RECRUITMENT: No state-sponsored programs reported in this area. The Missouri Association of Colleges for Teacher Education (MACTE) recently issued a task force report on minority teacher recruitment and made recommendations to the SDE in late spring. The recommendations included targeted scholarships and recruitment strategies.

EARLY CHILDHOOD EDUCATION: The state requires instructors in public preschools to hold a preschool/K-3 certificate.

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STANDARDS: Certification candidates must meet the following cutoff scores on the NTE: professional knowledge, 648; general knowledge, 644; and communication skills, 648.

The two primary types of teaching certificates used in Montana are the standard and the professional certificate. Though separate certification rules exist for vocational education instructors, most teachers receive the standard certificate. They must complete three years of successful teaching experience as well as a fifth year or master's program to obtain professional certification. Regulations mandate certificate renewal every five years. Renewal requires six quarter credits or the equivalent for all certification levels except professional.

PROGRAM CURRICULA: Montana uses state-developed standards for program approval. It will also accept NCATE accreditation to approve specific units within a program.

STANDARDS BOARDS: Last year the legislature created the Certification Standards Advisory Council. The council began operating on July 1, 1987. The seven-member body consists of four teachers, one SCDE faculty member, one administrator, and one LEA trustee. The council advises the Board of Public Education on program approval and certification regulations.

IRREGULAR CERTIFICATION ROUTES: The state developed and funded a new plan for an irregular route to train special educators. Bachelor's degree holders and certified practicing teachers may complete 15 credit hours in special education and begin teaching under supervision. They then have one year to complete all regular requirements.

A similar plan is available for administrator training. Practicing teachers identified by an LEA as potential candidates must take 15 credit hours of coursework in administration. Candidates are supervised for three years, during which time they must complete a regular administrator program.

INCENTIVES: Legislation in committee during 1987 included proposals for both a mentor teacher program and scholarships for teacher education students. Neither proposal was funded.

BEGINNING TEACHER INDUCTION: No state-level programs reported in this area.

RESOURCES FOR PRACTITIONER INSERVICE: All LEAs must have a state-approved professional development program. The state requires teachers to participate in at least 18 hours of inservice annually.

MINORITY TEACHER RECRUITMENT: The SDE applied for a Mellon grant to fund a teacher recruitment and retention program. In the proposal, the state

targeted one-third of the monies to identify minority students interested in the teaching profession and to remediate deficiencies, if necessary, to help them enter teacher education programs.

EARLY CHILDHOOD EDUCATION: Though Montana does not currently offer a preschool certificate or any ECE programs for non-special education children, the state is attempting to formulate a comprehensive prekindergarten policy.

AACTE
4-88

STANDARDS: A 1984 legislative mandate requires testing before certification. After validation and pilot studies, the state established the following P-PST cutoff scores: reading, 170; mathematics, 171; and writing, 172. The state now requires these minimums for entry into teacher education programs. Beginning August 1, 1989, the state will also require certification candidates from out-of-state to meet the cutoff scores.

Nebraska issues three certificates. The prestandard certificate requires a bachelor's degree, completion of an approved teacher education program, and an IHE recommendation. It is valid for five years from the date of eligibility for certification. The standard certificate requires all of the above plus two years of successful teaching experience. It is valid for seven years. With at least two additional years of experience and a master's degree, instructors may obtain a professional certificate.

PROGRAM CURRICULA: Nebraska uses state-developed standards for program approval. The Council on Teacher Education recently raised practicum requirements.

STANDARDS BOARDS: Nebraska had five 30-member committees that together composed the Council on Teacher Education. The SBE's decree that the council was too large and cumbersome recently initiated change in CTE structure: a reduction of the CTE to four committees--college approval, certification, undergraduate, and graduate programs--and a reduction of council membership to 48. Members include 16 teachers, 16 SCDE representatives, 12 administrators, and four school board representatives.

IRREGULAR CERTIFICATION ROUTES: When no certified instructor is available, a district superintendent may request issuance of a provisional certificate. Candidates eligible for this type of certification must hold a bachelor's degree, have a district employment contract, be enrolled in an approved teacher preparation program, and have completed at least half of the pedagogical component of that program. The provisional certificate may be renewed twice for a period of one year each while the teacher finishes the approved program.

The state also issues one-year, nonrenewable certificates to candidates who do not meet the recency requirements.

INCENTIVES: Educational reform legislation recommended development of career ladder and incentive pay programs. To date, the legislature has not appropriated any funds for such activities. The programs will become defunct if not funded by 1990. Language in a pending bill would provide monetary rewards for mentor-teachers.

BEGINNING TEACHER INDUCTION: The SDE developed a three-year apprentice/provisional certificate. Under this program, a team observes and evaluates a new instructor during the first year. If the apprentice does not meet established standards, it is proposed that the degree-granting IHE pay for continued supervision and remediation. This plan is still under consideration. Though no funds have been appropriated, the SDE has written guidelines for implementation at the district level.

RESOURCES FOR PRACTITIONER INSERVICE: The SDE allocates $50 per teacher to LEAs with approved inservice programs. These funds may be used to contract with SCDEs for services.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: Districts may opt to provide preschool programs, though the state does not furnish any funds to support such activities. Districts and/or parents bare the cost. Nebraska does offer an ECE endorsement to teach children ages birth through kindergarten. The state requires only instructors of handicapped preschoolers to hold this endorsement.

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STANDARDS: Entry into teacher education programs requires applicants to obtain the following minimum scores on the P-PST: reading, 169; mathematics, 169; and writing, 170.

The SBE adopted use of tests as a licensing requirement. The state is validating the NTE professional knowledge exam and 22 subject area exams, some of which are NTEs. In 1988, licensure candidates will take the tests, though will not be required to meet minimum scores. Their performance on the examinations will aid in the test validation and establishment of cutoffs. The first official test administration will be in spring of 1989. Granting of licenses will then be contingent on passing these exams.

Nevada issues two licenses, the standard and the professional. The standard requires a bachelor's degree, is valid for five years, and may be renewed on completion of inservice requirements. The professional requires a master's degree, is valid for six years, and may be renewed on completion of inservice requirements. For either license, the state may attach a provisional clause. An individual within six credit hours of meeting the state requirements for a particular subject may receive either a provisional standard or a provisional professional license, as appropriate. Provisionals are valid for classroom teaching for one year. If the full licensure requirements are not met within this year, the provisional is invalid. The teacher then has four or five years before the provisional expires to complete the licensing requirements.

PROGRAM CURRICULA: Nevada uses state-developed standards for program approval. In addition, the Commission on Professional Standards periodically reviews program requirements. Recent changes involve classes required for specific endorsement areas.

STANDARDS: During the last legislative session, a change was made in the purview of Nevada's standards board. The former group only advised the SBE on teacher education and certification. The SBE had final approval of all policy changes. Regulations now require the approval of both the SBE and the standards board for amending state preparation and certification policies. Titled the Commission on Professional Standards, the new group has nine members. These members include four teachers, one administrator, one SBE representative, one counselor or school psychiatrist, one private school representative, and one lay member.

IRREGULAR CERTIFICATION ROUTES: If a teacher shortage exists, districts may request that the commissioner grant one-year certificates to candidates not meeting regular certification requirments.

INCENTIVES: The state granted teachers a 12% salary increase in January 1986. The 1987 legislature appropriated funds for another 3% increase. Officials report that several districts will supplement the last state pay hike for a total raise of between 5% and 7%.

Scholarships are now available for students entering teacher education programs. The maximum award is $1,450, covering tuition at the state university. Approximately 90 scholarships will be awarded for the 1988-89 school year.

BEGINNING TEACHER INDUCTION: A statewide beginning teacher internship program was introduced in the 1986 legislature but no funds were allocated.

RESOURCES FOR PRACTITIONER INSERVICE: Certificate renewal every five years requires inservice training in state-approved programs. School districts must report on their professional development programs. The state allocates monies for districts to work with IHEs on their inservice plans, but funding has remained level over the last few years. In addition, five professional development centers offering various induction and support services operate within the state.

The SBE last fall revised inservice requirements to specify units by endorsement area. These new regulations will take effect in 1991.

MINORITY TEACHER RECRUITMENT: Though no state-sponsored programs were reported in this area, the Nevada Gaming Foundation for Educational Excellence offers scholarships to minority high school students who want to enter the teaching profession. Twelve member casinos donate $20 per employee annually to support these scholarships and other educational activities. The foundation awarded the first seven minority teacher scholarships this year. The awards are given for four years and total up to $2,000 per year. Recipients must attend one of the two public institutions in the state.

EARLY CHILDHOOD EDUCATION: While districts may offer prekindergarten programs, state funding for preschools is confined to special education. Nevada does have a certificate in early childhood special education. Instructors may hold this certificate, but it is not a state requirement.

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5-88

STANDARDS: As of July 1, 1988, candidates for initial certification must demonstrate basic literacy skills before being admitted to teacher education programs. Either passing scores on the P-PST or "equivalent evidence" will satisfy this requirement. The state has yet to specify what constitutes equivalent evidence, but is considering the SAT, ACT, or GRE as alternates for the P-PST. Minimum scores required to pass the P-PST are 173 in reading, 174 in mathematics, and 175 in writing. Any person failing part of the exam must retake and pass all three sections. The state does not limit the number of times candidates may take the test. In addition, the state will assume that all candidates holding master's degrees or certificates from states with a similar basic skills requirement have satisfied the literacy demonstration rule. All others seeking initial certification must comply.

PROGRAM CURRICULA: New Hampshire uses state-developed standards for program approval. These standards are currently under revision. The Council for Teacher Education is considering the use of NCATE accreditation for program approval.

STANDARDS BOARDS: New Hampshire has two advisory boards that provide recommendations to the SBE. The Professional Standards Board consists of the commissioner, the SBE teacher education and certification supervisor, nine classroom teachers, nine IHE representatives (three of whom must be from SCDEs), and two lay persons. The SBE appoints this body to advise it on certification standards.

The Council for Teacher Education has four statutory members and 11 appointed members. The statutory members include the commissioner, the University of New Hampshire School of Education dean, and the two IHE presidents. They appoint additional members from the education community. This body makes recommendations to the SBE on standards for approval of SCDE programs and administers the program approval process.

IRREGULAR CERTIFICATION ROUTES: Students who have teaching experience but have not completed an approved SCDE program may take written and oral examinations to obtain certification. Another program allows an individual with a degree in a critical shortage area to enter an internship program with a mentor teacher and become certified in three years. For certification, the individual must complete an approved program, obtain an IHE recommendation, and satisfy the basic skills/literacy requirement. Current critical shortage areas are special education, industrial arts, all sciences, mathematics, the English as a Second Language program, English, guidance, and foreign language.

INCENTIVES: The 1987 legislature did not appropriate funds for the prospective teacher forgivable loan program. A proposed career ladder bill was also defeated in 1986. Salary schedules are set by the LEAs.

The legislature recently appointed a committee to examine the state's teacher shortage and how that relates to salary levels and incentive programs. Surveying thousands of certified instructors, the committee discovered that a large number of individuals with New Hampshire teaching certificates have left the profession. Officials report that survey data include demographic information--e.g., a teacher's age, tenure category, gender, certificate grade level and/or subject. The committee will attempt to determine why state teachers left teaching and what factors or incentives may draw them back. A report is expected before the end of 1988.

BEGINNING TEACHER INDUCTION: No state-level programs reported in this area.

RESOURCES FOR PRACTITIONER INSERVICE: The state requires LEAs to have approved staff development programs. These programs are locally funded. IHEs participate in some inservice projects.

Teaching credentials are renewable every three years on the basis of administrator recommendation and completion of inservice training. All teaching personnel are required to complete a minimum of 50 clock hours of inservice every three years. This professional development work must include 20 hours in each field of certificate endorsement and 10 hours in general pedagogy.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: New Hampshire does not mandate kindergarten, and ECE services are confined to programs for special education students. The state does offer a nursery school endorsement.

AACTE
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STANDARDS: Entrance into teacher education programs requires a 2.5 GPA and 96 credit hours of liberal arts study distributed among general education, the academic concentration, and the behavioral and social sciences.

All new certification candidates must pass the NTE general knowledge and subject area exams. Passing scores are now 646 and 510-570, respectively. These cutoffs will be raised to 649 and 520-580 beginning September 1, 1988.

The SDE requires all SCDEs to ascertain and guarantee competence in the basic skills of all teacher education candidates. It does not specifiy the means of assessment. In compliance with this requirement, public IHEs mandate that prospective teacher education students, as well as all freshmen, take the New Jersey Basic Skills Test in mathematics and language arts. Students not passing must take noncredit remediation courses.

PROGRAM CURRICULA: New Jersey uses state-developed standards for program approval.

A maximum of 30 credits in the professional study sequence must include classes on pedagogy, preadmission practicum experience, and student teaching. In coursework, students study the knowledge and skills defined by the SDE as necessary for effective beginning teachers. Prepracticum (classroom) experience is required during the sophomore and junior years. Full-time student teaching occurs in the senior year.

A liberal arts major for certification does not preclude a second major in education.

STANDARDS BOARDS: The SBE established the 12-member State Board of Examiners to advise it on preparation and certification standards. Stipulated by law, Board membership includes four teachers, two principals, two superintendents, one LEA administrator, two IHE representatives, and one state agency representative. Officials report that the Board of Examiners has not been involved in recent revisions of certification, curricular, or other policies.

IRREGULAR CERTIFICATION ROUTES: The SBE established an irregular route to certification. To receive a provisional certificate, candidates in this program must: (1) hold a valid bachelor's degree; (2) have 30 credits in the field to be taught or five years of appropriate experience; (3) pass the NTE general knowledge examination for elementary and early childhood certification or pass the designated NTE specialty examination for subject field certification; (4) have an offer of employment from a school district; (5) participate in a 20-day intensive practicum under a supervisory teacher; and (6) complete 80

clock hours of professional instruction, which does not have to be college semester hour credit. Fifteen centers for the formal instruction component of this provisional certification program are now operating. All centers contract with IHEs to provide instruction. They are, however, under the direct control of the SDE. During an individual's first year of teaching, intensive school-based support must be provided. Support and evaluation by an assigned team must take place at prescribed intervals. The program requires 120 additional clock hours of formal professional instruction during this first year, which does not have to be college semester hour credit. Following the series of evaluations, the individual will receive full certification, have the probationary period extended another year, or be denied certification. To date, the state has certified approximately 800 individuals under this program.

INCENTIVES: The governor's Teaching Scholars Program provides loans of up to $7,500 to 100 college-bound seniors who score 1100 or higher on the SAT. These loans are forgivable if the recipient teaches in New Jersey for four years at an urban school or six years at a suburban school. The governor's 1988-89 budget requested $4.4 million to continue this program.

The governor's Teacher Recognition Program provides $1,000 to the district of a recognized teacher to be used as the teacher designates. The 2,300 awards were announced in May 1987. Aiming to increase awards to $3,000 each, the governor requested $6.5 million for this program during 1988-89.

An additional 25 scholarships are available for minority students through the Minority Teacher Education Program (see Minority Teacher Recruitment).

The Geraldine R. Dodge Foundation provides 15 $5,000 grants for outstanding teachers who enter the classroom via the provisional certification program (see Irregular Certification Routes).

The commissioner's Symposium for Outstanding Teachers recognizes 100 quality educators and gathers them for an annual meeting on the status of education in New Jersey. The commissioner's Distinguished Teacher Award honors 15 of the most outstanding new certificate holders trained in traditional college preparation programs.

The state Teachers of the Year program awards individuals at the county level. Recipients gather for a meeting with the commissioner.

The minimum teacher salary for the state is $18,500. The governor's proposed budget earmarked $30 million to increase this minimum to $22,000 and to offer bonuses for teachers in inner-city schools.

BEGINNING TEACHER INDUCTION: The State Department of Higher Education has funded some projects for new teachers and is stimulating the development of other programs.

RESOURCES FOR PRACTITIONER INSERVICE: The Academy for the Advancement of Teaching and Management offers opportunities for inservice education. Participating school districts provide $1,000 per teacher to defray costs. They must send a principal and may send up to four teachers. The state supports the academy, but all professional development activities are voluntary. The state issues life certificates, thus has no inservice requirements for certification renewal. The SDE does have a stated objective to identify an instructor from each building site to establish a training program on effective teaching.

MINORITY TEACHER RECRUITMENT: The Minority Teacher Education Program identifies 25 high school juniors who show potential for entering the teaching profession. The program includes two summer college preparation programs and offers students four-year loans of $7,500 per year. It forgives one-fourth of such loans per year of teaching in an urban district and one-sixth of such loans per year of teaching in a nonurban district. The program provides support and assistance throughout the students' college careers. These students must participate in work-study projects to receive the awards.

The legislature appropriated funds this spring to institute the Minority Fellowship Program. Under this program, the state will provide grants to prospective minority teachers to cover the costs of training through the irregular route or through advanced study in their field. SDE staff recently received program assignments and are working on implementation. The state reports that approximately 20% of the instructors prepared via the irregular route during 1987-88 are minorities.

The SDE is collecting personnel data on minority representation in the teaching profession. At present, 13% to 14% of new teachers are from minority populations. The SDE reports that although the percentage of minorities failing to meet minimum test scores has increased, the number of minorities taking the tests and establishing eligibility also has increased.

EARLY CHILDHOOD EDUCATION: Current ECE efforts center on the New Jersey Urban Prekindergarten Pilot Program. During 1988-89, the state will award competitive grants to establish new preschools. General guidelines stipulate that proposed programs be compehensive, attending to the children's nutrition and health care needs in conjunction with providing instructional activities. Specific program design is left to local discretion. State officials project that half of the programs will be operated by LEAs and half will be operated through existing Head Start projects. The first students to enroll will begin in September 1989. Pilots will run during the 1989-90, 1990-91, and 1991-92 school years. The state will conduct an interim and a summative evaluation before determining whether to expand or discontinue the program. In addition, the state offers a nursery school/kindergarten endorsement.

AACTE
5-88

STANDARDS: The state requires basic skills screening for entry into teacher education programs, but the specific method of screening varies from institution to institution.

Candidates for certification must pass the NTE core battery and subject area examinations. Passing scores on the core battery are 644 in communication skills, 645 in general knowledge, and 630 in professional knowledge. Scores vary for the subject area tests.

The 1986 legislature passed a comprehensive education reform package. LEAs will be given responsibility to enforce competency evaluation processes for certificate renewal. Having generated a list of competencies for evaluation, the SDE is developing an instrument to measure those competencies. July 1, 1989, is the target for implementation of these evaluation programs.

A new three-tier certification system will also take effect July 1, 1989. Level I is for new teachers and offers a support structure. Teachers advance to Level II after successfully demonstrating the six state competencies. Level IIIa is for exemplary instructors who not only achieve these competencies but also hold a master's degree, work with curriculum coordination, and participate in other activities. Teachers on an administrative track may receive Level IIIb certification. They must have a master's degree, take additional coursework, and demonstrate appropriate administrative competencies.

PROGRAM CURRICULA: New Mexico uses state-developed standards for program approval.

The 1986 legislation specifies 54 credits of general education in a college of arts and sciences for prospective teachers. The law also requires a minimum of 14 weeks of student teaching.

Recommendations from five task forces studying teacher preparation in the state were presented to the standards commission in 1986. Each task force recommended broad, field-based competencies by endorsement area within prescribed credit hour limits. A staff accountability plan identified six teacher competencies and evaluation procedures for measuring them. The plan did not mandate program change, but SCDEs are making adjustments to be consistent with competency requirements.

STANDARDS BOARDS: The Professional Standards Commission is an 18-member body that makes recommendations to the SBE. The commission is responsible for developing standards on teacher education and certification. Its members also facilitate the program approval process. Stipulated by law, commission membership includes five teachers, two administrators, one SCDE dean, one university instructor, one postsecondary institutional representative, two special service

personnel, four lay members, the state superintendent (or designate), and the state director of teacher education and certification. Reviewing program approval standards will be the group's next project once the revised certification plan is in place.

IRREGULAR CERTIFICATION ROUTES: The SBE has approved an irregular certification system. Two options are available. A Distinguished Scholar Certificate allows an employing district to hire a noncertified individual to teach a specific course. The Alternate Licensure Program allows businesses, schools, and other groups to meet and develop programs to draw individuals from their respective communities into teaching. The SBE reviews each case to determine whether certification is granted.

INCENTIVES: Legislation calls for the state agency and the office of education to work with LEAs to develop incentive plans for qualified teachers. These plans are to include career ladders and are to be tied to the teacher evaluation provision in the new reform package. This reform package required some reductions in class size, guaranteed that certified instructors would not be required to perform noninstructional duties, and repealed tenure. The law also granted teachers a $2,200 across-the-board salary increase for 1987-88. (The 1987 legislature delayed the salary provisions because of financial shortfalls.) The legislature appropriated a small pay increase, averaging 2% statewide, for 1988-89.

BEGINNING TEACHER INDUCTION: Effective July 1, 1989, the state will issue Level 1 entry certificates to all beginning teachers. The basic plan requires that new teachers receive support for one to three years, until they meet the minimum competencies required by the state. The SBE adopted four induction models during summer 1987, but districts may choose to design their own induction program.

RESOURCES FOR PRACTITIONER INSERVICE: Recertification at all levels currently requires credits, some of which may be continuing education units. Effective July 1, 1989, the state will no longer require individuals with master's degrees to obtain inservice credits for certificate renewal. LEAs, however, may require inservice as part of their professional development plans.

MINORITY TEACHER RECRUITMENT: The Testing and Evaluation Unit of the SDE recently reported on the effects of testing requirements on recruitment and retention of minority populations. The SDE took no subsequent action on this issue.

EARLY CHILDHOOD EDUCATION: Preschool services in the state are confined to special education programs.

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STANDARDS: Certification requires the following scores on the NTE core battery tests: communication skills, 650; general knowledge, 649; and professional knowledge, 646. Twenty-four NTE subject matter exams have been validated by the state. Implementation dates are undetermined.

The state issues two certificates. The provisional certificate requires a bachelor's degree, is valid for five years, and may not be renewed. The permanent certificate requires a master's degree, at least two years of teaching experience, and is valid for the life of the holder.

PROGRAM CURRICULA: New York uses state-developed standards for program approval.

The new commissioner of education appointed a task force last November to study a range of teaching issues, including teacher education. In April the task force issued its report, "A Blueprint for Teaching & Learning." After a series of hearings on the document, the task force plans next fall to make recommendations to the Board of Regents.

STANDARDS BOARDS: Appointed by the Board of Regents, the New York Teacher Education, Certification, and Practices Board (TECAP) advises the Regents on certification, program approval, and teacher practice. TECAP has 13 members: five elementary/secondary school teachers, one secondary school principal, one pupil personnel administrator, five teacher education representatives, and one lay person or public representative. TECAP operates in an advisory capacity only; it does not have final regulatory authority over teacher education policies.

The SDE has submitted legislation that would establish a standards board similar to other licensed professional boards in the state.

IRREGULAR CERTIFICATION ROUTES: On September 1, 1987, new regulations governing temporary certificates for noncertified personnel went into effect. The LEA must document the absence of a certified candidate before a temporary certificate may be issued. The new teacher may carry no more than an 80% teaching load. The district, in turn, must release an experienced teacher to mentor the new teacher. By the beginning of the first semester of employment, the individual must be enrolled in a SCDE. Full requirements must be completed within three years for standard certification.

INCENTIVES: The Empire State Challenger Program annually funds a total of 650 graduate and 312 undergraduate awards for students enrolled in teacher education programs. The awards scheme is as follows: a $3,000 per year maximum undergraduate award, for up to four years, to be used for tuition expenses only; a $4,000 per year maximum full-time graduate award, for up to two years, to cover any educational costs; and a $1,000 per year maximum part-time graduate award, for up to three years, to

cover any educational costs. Though called scholarships at the undergraduate level and fellowships at the graduate level, these awards are actually loans. Students have two repayment options. They may repay the awards either in cash at 10% interest or via service in the field. One-half year of service repays one year of award, regardless of the award's dollar value. Awards may be used at New York's public or private institutions and are available in the following areas: mathematics, science, business education, industrial arts, agriculture, home economics, special education, foreign languages, TESL, bilingual education, library/media, and school psychology.

The legislature passed the governor's request to increase funding for the Excellence in Teaching program by $22.5 million. Funds will be used to increase teachers' salaries.

BEGINNING TEACHER INDUCTION: A competitive grant was issued in 1986-87 for piloting 24 internship projects. A $4 million allocation provided release time for mentor teachers to aid in the support and supervision of beginning teachers. The legislature expanded funding to $8 million in 1987-88 and to $10.5 million for 1988-89. As many as 29 individual programs are currently in operation. Regulations under consideration would require that a uniform statewide program be implemented.

RESOURCES FOR PRACTITIONER INSERVICE: Ninety-one state teacher centers received $15 million for 1987-88 and 100 centers will receive $16 million for 1988-89. All centers involve a consortia of LEAs, some with IHE participation.

MINORITY TEACHER RECRUITMENT: In 1987, the legislature appropriated $1 million for the Teacher Opportunity Core Program. This program facilitates the recruitment, selection, and preparation of minority and economically disadvantaged students for the teaching profession. It attempts to enable more minorities to enter the education field and to modify preparatory programs so that teachers may work with students at-risk. Funding has been increased to $1.8 million for the 1988-89 school year.

Designed to establish a job bank for teaching and incorporating a minority recruitment component, the Teacher Career and Recruitment Clearinghouse did not receive funding from the legislature.

The Council of Chief State School Officers awarded the state, in conjunction with AACTE's New York affiliate, a grant to establish a plan on minority teacher recruitment. Proposed plans have been submitted and are currently under review by the Board of Regents.

A subgroup of the commissioner's task force on teaching (see Program Curricula) is examining the state's role on this issue. A series of hearings has been scheduled to investigate strategies, such as loan forgiveness, to encourage minority students to enter the profession.

EARLY CHILDHOOD EDUCATION: Through the Office of Parent and Child Education, the state offers technical assistance primarily to public preschools. Funds are channeled via the state aid formula to ECE programs for at-risk, minority, single parent, and special education children. The state currently requires preschool instructors to hold elementary certification, covering nursery school through sixth grade. Officials are discussing the possibility of a separate early childhood certificate. This certificate would be necessary when teaching children from birth through an age as yet unspecified.

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STANDARDS: Currently, students entering teacher education programs must achieve NTE scores of 631 in general knowledge and 636 in communication skills. The SDE is revalidating these two NTE sections.

Certification requires prospective teachers to take the professional knowledge and subject area portions of the NTE. Passing scores are 644 and 470-550, respectively. Revalidation of some cutoffs is expected in 1988-89. In addition, SCDEs must report SAT scores for individuals who are recommended for certification. The university system uses these data to develop a score profile for each of the public institutions.

The state offers two certificates. Graduates of approved programs first receive initial certificates. After two years of successful teaching experience, instructors receive a five-year, renewable continuing certificate. Candidates certified out-of-state who already possess two years of experience are only required to teach one year in North Carolina before receiving continuing certification.

PROGRAM CURRICULA: Appointed by the Board of Governors of the University of North Carolina system, a Task Force on the Preparation of Teachers presented its report to the General Assembly in February 1987. Recommendations included strengthening the professional education and clinical teaching components of all programs. The task force also recommended that NCATE accreditation take the place of state program approval. (In November 1987, the SBE voted to move to a joint NCATE/SBE approval process. North Carolina's plan was approved by the NCATE board in May 1988. This process will apply to all IHEs in teacher preparation and will be phased in by 1992. The SBE also ruled that program approval will be based on IHEs' maintenance of a 70% pass rate for the NTE core battery and subject area exams and on the performance of graduates in the Initial Certification Program.) Finally, the task force proposed that all teacher education students complete a major in a basic academic discipline, but the SBE did not concur. This requirement, however, is binding for all public institutions.

STANDARDS BOARDS: Though North Carolina previously had no state panel, the SBE in 1987 created a new Professional Practices Commission. Its 14 members will include seven teachers, three administrators, and four SCDE representatives. The commission will act as an advisory body to the SBE on teacher preparation and certification issues. The SBE opened nominations in May and expects to select members this summer. The commission's first meeting is anticipated next fall.

IRREGULAR CERTIFICATION ROUTES: The SBE adopted a lateral entry program in 1985. An individual who holds a bachelor's degree in an endorsement area and has a district employment contract may receive provisional certification. After an intensive two-week training session, candidates enter the classroom. They must participate in an induction project,

affiliate with an SCDE, and complete an approved teacher education program at the rate of six credit hours per year. The state requires the NTE subject area exam before candidates are accepted in the route; it requires the professional knowledge test after candidates complete their SCDE program and before they are granted full certification.

INCENTIVES: Scholarships and loans are available for preservice teacher education. The SBE's Prospective Teacher Scholarship/Loan Program offers candidates up to $2,000 per year. Each year of teaching in the state forgives one year of loan received.

The North Carolina General Assembly authorized a Teaching Fellows Program, which started in fall 1987. The state awarded 400 freshmen $5,000 per year for four years. It will forgive awards on a year-for-year basis for those who teach. An additional 400 awards have been made for freshmen entering college next fall. Companion legislation awarded $4,000 each to 44 college juniors who commit to teaching. Awards may be renewed for the students' senior year.

The SBE is shifting some funds to focus on: 1) reentry by former teachers; 2) help for current teachers trying to obtain additional certification in fields of shortage; 3) payment of expenses for teachers relocating to geographic areas of shortage.

The SBE, by legislative mandate, adopted a three-step career development plan that was piloted in 16 LEAs during 1985-86. Piloting continued in a number of districts during 1986-87 and 1987-88. Although not yet funded, the career ladder plan would pay $45,000 to teachers at the top of the salary scale. The concept of merit pay is imbedded in the career development plan, which provides merit pay both for excellence in teaching and for differentiated responsibilities.

BEGINNING TEACHER INDUCTION: A program for beginning and out-of-state teachers started in 1985. Now statewide, this program is the first rung of the career ladder plan. It requires four years of approved preservice education to obtain a two-year initial certificate. To receive full certification, a teacher must demonstrate successful performance across five teaching-function areas within the two-year employment period. A similar program for beginning personnel in administration, curriculum and instruction, and pupil personnel services was piloted from 1987-89.

A coalition of organizations, led by the North Carolina Association of Colleges for Teacher Education (NACTE), has presented a position paper to the General Assembly calling for a uniform compensation of $500 per student teacher to be paid to instructors who supervise classroom teachers. The state's largest teacher and administrator organizations are part of the supporting coalition.

RESOURCES FOR PRACTITIONER INSERVICE: Each individual must have a professional development plan. Certificate renewal may be through collegiate-level credit or approved LEA inservice renewal units. A

statewide network of professional development centers for science and mathematics education is operational. Seven of these are located at and operated by public universities, and one is operated by the North Carolina School for Science and Mathematics. More than $1 million was budgeted directly to the IHEs and the coordinating office administered by the University of North Carolina System.

MINORITY TEACHER RECRUITMENT: North Carolina worked as a member of the Southern Education Foundation to develop recruitment strategies. After six months of collaborative effort, a foundation task force presented recommendations for increasing the number of minorities entering teaching. The presentation was given in May 1988 to the governors of the five task force member states--Arkansas, Georgia, Tennessee, Virginia, and North Carolina. Each of the five expects to develop strategies for its own state based on the group recommendations.

A task force recommended expanding the pool of minority candidates for teacher preparation by increasing minority enrollment in junior and senior high school college prep courses. Currently, several projects across the state focus on this strategy. The task force also recommended redesign and improvement of SCDEs at predominantly black institutions as well as targeted minority scholarship or loan programs.

The SDE established a Teacher Recruitment Office in 1985-86. It appoints eight former Teacher of the Year honorees to serve as regional recruiters. These teachers are released from classroom duties to recruit full-time for 12 months. The state also designates a teacher in each high school to be an adjunct recruiter and has successfully promoted the reactivation of many Future Teachers of America chapters. Collaborative activities are conducted with IHEs.

EARLY CHILDHOOD EDUCATION: The state currently assists a few preschool units throughout North Carolina. In addition, the General Assembly established a committee to investigate prekindergarten options for non-special education children. A committee report is expected this summer. The state is also discussing the possiblity of changing the present ECE certificate from K-4 to cover preK-4.

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STANDARDS: In October 1986, the SDE adopted a 2.5 overall GPA requirement for entry into teacher education programs and for IHE licensure recommendations upon exit from those programs.

PROGRAM CURRICULA: All institutions are required to meet new state standards for teacher education program approval. These new standards require assessment of academic and professional competence prior to SCDE licensure recommendations. Choice of instruments is left to the discretion of SCDEs. Although NCATE accreditation is not mandated for state approval, public IHEs will continue meeting NCATE requirements.

STANDARDS BOARDS: The nine-member Teachers Professional Practices Commission (TPPC) is composed of four teachers, two administrators, two school board members, and one nominee from the North Dakota SBE. The four responsibilities of the Commission are to establish a code of ethics, to investigate unethical conduct, to recommend standards for licensure, and to make recommendations on staff development to the state superintendent. Final authority rests with the elected state superintendent.

IRREGULAR CERTIFICATION ROUTES: No state-level programs reported in this area.

INCENTIVES: No state-level programs reported in this area.

BEGINNING TEACHER INDUCTION: The TPPC had adopted a statewide professional development model for beginning teachers. Funds to implement a beginning teacher assistance project are being sought from the legislature, the Board of Higher Education, and a private foundation.

RESOURCES FOR PRACTITIONER INSERVICE: The 1987-89 biennial budget includes $200,000 for 10 teachers' centers.

In October 1987, the state superintendent adopted the North Dakota Model for Professional Development. The model is suggested for use in the design of staff development programs. The SDE will be determining the needs of large segments of the veteran teaching staff when proposing future legislation to fund model projects. Until state funds are secured, staff development will remain in the purview of LEAs.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: State preschool programs are confined to services for special education students.

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STANDARDS: Current standards require IHEs to "guarantee" the minimum competency of their SCDE entrants. Selection criteria include basic skills examinations and interviews, though specific instruments are not mandated. Institutions are also responsible for assessing students' needs throughout the teacher preparation program. Assessment covers interpersonal skills, motivation, academic achievement, and aptitude.

For students entering college after July 1, 1987, the state will require certification examinations in general knowledge, professional knowledge, and subject areas. Instruments and cutoff scores are still being considered by the SBE. The tests will be selected for validation during the 1989-90 academic year.

A collective of local districts banded together to require that applicants for teaching positions have on file their scores for the P-PST or NTE.

Ohio awards three types of certificates. Valid for four years, the provisional is the first certificate granted. The second type, a five-year professional certificate, requires three years of satisfactory teaching experience under the provisional. Permanent certification requires a master's degree and five years of experience under the professional. All three certificates are renewable upon completion of specified college coursework hours or CEUs. However, instructors must accumulate college credits, not CEUs, to move between certification levels.

PROGRAM CURRICULA: Critique committees review teacher education programs before approval by the SBE. Ohio uses state-developed standards for the program reviews.

Building on 1976 and 1980 program redesign, Ohio began to fine-tune previous changes with new certification standards effective July 1987. These standards increased requirements for academic curricula and teaching subjects. Also, elementary and kindergarten-primary certificates are to require 20 hours of academic specialization in addition to professional education and 30 hours of general education courses. Institutions now propose programs that meet the minimum semester hour and professional education standards requirements. These programs also reflect consideration of guidelines of appropriate learned societies and professional organizations.

IHEs may offer state-approved alternate preparation programs.

STANDARDS BOARDS: The Teacher Education and Certification Advisory Commission is appointed by the SBE to advise it on matters relating to preparation and certification. The Commission has 15 members that must include three teachers, one principal, one superintendent, one other

administrator, one LEA board member, six IHE representatives, one student, and one lay member.

A bill introduced in the General Assembly would reconfigure the commission, providing it more autonomy and requiring greater teacher representation. No action has been taken on the measure.

IRREGULAR CERTIFICATION ROUTES: After July 1, 1988, new standards will take effect for the state's one-year temporary certificate. First, districts will be required to demonstrate that a shortage exists. They must post the job opening in the SDE for two weeks, and the SDE will make the position known to SCDEs. If no teacher with a standard certificate applies for the job, the district may employ a temporarily certificated individual who holds at least a bachelor's degree.

INCENTIVES: Legislation recently established a minimum beginning teacher salary at $15,100 for the 1988-89 school year.

A task force of the Ohio Confederation of Teacher Education Organizations initiated a proposal for a career ladder plan. The SDE and Miami University conducted a feasibility study on the issue. Results indicate no support for a statewide career ladder program. Provisions in a pending bill, however, would provide LEAs with funds to implement incentive programs. The state does offer career enhancement grants, and two districts operate model programs under this project.

The legislature initiated a program to provide forgivable loans for teaching in geographic and subject areas experiencing shortages. Eligible candidates may receive a maximum of $5,000 for up to three years or a loan consolidation for up to $15,000. The state forgives 20% of a loan for one year of teaching in a designated subject area and 25% of a loan for one year of teaching in a designated geographic area.

BEGINNING TEACHER INDUCTION: Effective July 1, 1987, all beginning teachers were to participate in an induction program as a condition of certificate renewal. The program was to provide support to new instructors without extensive evaluation. The SDE anticipates an annual funding need of $12-15 million but to date has received no legislative appropriations. Implementation will be delayed until funding is provided.

RESOURCES FOR PRACTITIONER INSERVICE: The state is implementing a new system of CEUs for teacher and administrator inservice. Personnel may use CEUs in addition to or in place of IHE credit hours for the purposes of certificate renewal. LEAs must have their CEU plans approved by the SDE. Finally, the state will assign funds for staff development on a per-pupil basis to encourage the use of monies for inservice programs.

MINORITY TEACHER RECRUITMENT: The SDE is compiling a 10-year personnel study on minority representation in the teaching field. A report is pending. In addition, 10% of funds appropriated for the teacher education forgivable loan program is set aside specifically for minority candidates (see Incentives).

Funded by state and federal matching funds, the Ohio LEAD Project consists of the SDE and 17 IHEs that prepare administrators. An effort is under way to change the program focus from administration to all aspects of teaching. Officials report that minority teacher recruitment is a high priority within LEAD.

EARLY CHILDHOOD EDUCATION: Ohio offers both an early childhood special education certificate and a regular prekindergarten certificate. Preschool instructors may hold certification in these areas, though it is not a state requirement.

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STANDARDS: Admission to teacher education programs requires a minimum 2.5 GPA and demonstrated proficiency in reading, writing, and verbal communications. The Board of Regents approved P-PST pilot and validation studies. After field-testing, the P-PST implementation target date is 1989.

Certification requires candidates to pass Oklahoma/NES-developed examinations for subject areas.

The state awards four types of teaching certificates. Initially issued a first year license, instructors complete Oklahoma's induction program. They are then awarded one of the three remaining certificates, depending on the coursework taken. The provisional level I and II certificates are renewable and valid for one year. The standard certificate is also renewable and valid for five years.

PROGRAM CURRICULA: Revised certification and state-developed program approval standards have been in place since 1984. Curricular changes were implemented by fall 1986. These changes included the following requirements: 50 semester hours of general education, 30 semester hours of professional education, 40 semester hours in a subject specialization (meeting minimum requirements for subject majors), 12 weeks of student teaching, 24-hour endorsements instead of 18-hour minors, and 45 hours of prepracticum field experience. (NOTE: Students enrolled in teacher preparation programs at the time new standards were adopted must complete their degrees before 1989 or be subject to the new requirements.)

STANDARDS BOARDS: The Professional Standards Board advises the SBE on professional standards, licensing, and certification. Board membership was recently increased from 27 to 35, and its composition is as follows: the state superintendent or designee, the chancellor of higher education, the directors of teacher and vocational education, 10 classroom teachers, one vocational/technical teacher, two elementary and two secondary principals, two superintendents, two private IHE representatives, four public IHE representatives, two other university representatives, three noneducator members, one public school counselor, one public school nurse, and one member of the Oklahoma Federation Council of Exceptional Children.

A bill introduced early in 1987 would have created an autonomous standards board with a majority teacher membership. The bill died in committee but is expected to be reintroduced.

IRREGULAR CERTIFICATION ROUTES: The Professional Standards Board developed an irregular certification route that became effective in September 1986. A bachelor's degree holder with a minimum of 24 hours of coursework in a critical shortage area and an LEA employment contract may be given a one-year, renewable emergency certificate. The individual

must be admitted to an SCDE. In cooperation with that program, the candidate must also develop a plan for meeting the standard requirements. The plan should include nine semester hours of professional coursework and four semester hours of supervised clinical experience.

The SBE may grant one-year temporary certificates for individuals to teach in shortage areas. Superintendents must verify that a certified teacher is unavailable before hiring via this route.

INCENTIVES: The state operates a scholarship program for prospective teachers. Maximum awards are $1,500 for juniors and seniors, $1,000 for lower division students, and $750 for part-time students. Recipients must agree to teach one year in a shortage area for each year of scholarship money received. Annually determined, these shortage areas currently include foreign language, mathematics, special education, speech pathology, and science. Total program funding was $180,000 for 1987-88. The Board of Regents offers a similar program of forgivable loans for teacher education students. The maximum award under the loan program is $3,400.

In 1983, the SDE issued a two-year contract to three school districts to cooperatively develop a master teacher plan. The plan, operating from 1984-86, specified criteria that teachers must meet and included additional pay for extra responsibilities. Fiscal restraints forced the state to drop the career ladder plan. No further activity has been initiated to date.

BEGINNING TEACHER INDUCTION: The Oklahoma entry-year assistance program for beginning teachers calls for a three-member team, including one consultant, to assist and evaluate beginning teachers. Observed by each team member at least three times, a new instructor must have three formal meetings with the entire team. Evaluators use a state-developed narrative observation instrument to assess individuals. Based on this assessment, the one-year license can be recommended for full instatement or a second year of probation. The Board of Regents funds this assistance program, providing $500 to teacher consultants and position money to participating IHEs.

RESOURCES FOR PRACTITIONER INSERVICE: The state appropriates funds for professional development on the basis of the previous year's average daily attendence. Staff members earn inservice points according to their respective districts' professional development plan. These plans must be on file with the SDE.

The SDE developed a set of minimum criteria for evaluation of teachers and administrators. Each LEA must design an evaluation system based on these criteria.

MINORITY TEACHER RECRUITMENT: Though officials reported no state-level programs currently in operation, the Oklahoma Association of Colleges for Teacher Education will sponsor a measure to double funds for the

forgivable loan program and to set aside $100,000 of that money for prospective minority teachers.

EARLY CHILDHOOD EDUCATION: The state provides some funds for preschool programs. Oklahoma also has an ECE certificate covering nursery school through third grade. The certificate is required of all instructors who teach in SBE-accredited programs for four-year-olds.

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STANDARDS: The Teacher Standards and Practices Commission (TSPC) recently adopted regulations that require the CBEST exam for certification. Prospective teachers need a total score of 123 and no individual score may fall below 37. The state university system requires the CBEST minimums to be met before entry into teacher education programs.

The state has outlined several requirements for the new postbaccalaureate programs (see Program Curricula). Admission criteria include a bachelor's degree and CBEST passing scores. Applicants must also answer a series of "character questions." In addition, prospective teachers in these fifth-year programs must pass appropriate subject area exams prior to student teaching and a professional knowledge exam before graduation. Though a test of professional knowledge has not yet been selected, the state has validated 19 subject area tests and plans to validate 10 more this year. The state will probably use ETS-developed exams for those areas not covered by the NTE.

The SDE allows the use of the NTE area examination for adding endorsements to active certificates.

The state grants basic and standard certification. The basic certificate requires a bachelor's degree from an approved program. It is valid for three years and may be renewed if a teacher has completed at least one-half of a fifth-year program. Standard certification requires completion of a fifth-year program and two years of successful teaching in Oregon public schools. Renewal every five years requires 120 clock hours of continuing professional development and at least one year of teaching experience.

PROGRAM CURRICULA: In December 1987, the TSPC adopted a proposal to revise certification regulations. The changes aim to allow more latitude for SCDE program design and to increase the ease with which out-of-state transfers obtain Oregon certification. The revision also accommodates a recent directive from the State Board of Higher Education (SBHE) to eliminate undergraduate education degrees in state-system institutions by fall 1990.

The TSPC filed with NCATE to obtain NCATE approval of Oregon accreditation procedures. Currently, the state requires all public institutions to be NCATE accredited.

STANDARDS BOARDS: The TSPC is an autonomous body appointed by the governor to set administrative rules on certification, teacher education, approval of preparation programs, and discipline of educational personnel. The commission also oversees employment practices (i.e., it ensures that districts hire certified teachers and that those teachers are assigned to the appropriate grade level or subject area.) The TSPC

possesses final regulatory authority over all matters under its jurisdiction. With 17 members, the TSPC includes eight teachers, two principals, two superintendents, one local board member, two lay citizens, and two SCDE representatives (one public and one private).

IRREGULAR CERTIFICATION ROUTES: Individuals with baccalaureate degrees in the liberal arts may obtain an interim certificate if they meet the basic skills and subject area testing requirements. They must reapply for certification each year, and the employing district must cosponsor each application. LEAs are required to design professional development plans for candidates. After three years, a candidate must pass the NTE professional knowledge examination. The state grants basic certification when LEA offers the instructor tenure. This route is only available for TSPC-identified shortage areas. The 1988 shortage areas are advanced mathematics and physical education.

INCENTIVES: Teacher education students in the upper 20% of their respective classes are eligible for a special forgivable loan program. The state will forgive one year of loan received for each year of teaching in Oregon. Minority status and ability to teach shortage subject areas are two priorities in selecting recipients. The state is now selecting its first group of recipients.

Oregon also operates a mentor teacher program. Mentors receive a $3,000 stipend per beginning teacher supervised (see BEGINNING TEACHER INDUCTION).

BEGINNING TEACHER INDUCTION: During 1987-88, the SDE is piloting mentor teacher programs. It enrolled and trained approximately 200 instructors for the project. Funds are available for all new teachers to participate in the induction program during 1988-89.

RESOURCES FOR PRACTITIONER INSERVICE: IHEs and school districts work cooperatively to provide inservice programs. No state approval is necessary unless the program is specifically funded by the state. The legislature recently appropriated funds to pilot a continuing professional development program during 1988-89.

MINORITY TEACHER RECRUITMENT: As noted in the INCENTIVES section, minority status is a priority in selecting recipients for state-sponsored forgivable loans.

EARLY CHILDHOOD EDUCATION: No state-level programs reported in this area.

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STANDARDS: Any person seeking the Initial Institutional I certificate on or after June 1, 1987 must successfully complete examinations in basic skills, general knowledge, professional knowledge, and their program specialization. The Pennsylvania Teacher Certification Testing Program (PTCTP) was developed to meet the requirements set by the SBE in September 1984. Validation studies are underway and cutoff scores should be announced shortly by the state secretary of education.

PROGRAM CURRICULA: New state-developed program approval standards took effect in 1987. Changes in standards included the following: training cooperating teachers for student teaching; revisions of program areas; stress on providing experience teaching students with exceptionalities and those from multicultural populations. Programs are to be reviewed every five years for approval.

STANDARDS BOARDS: Appointed by the governor, the 16-member Professional Standards and Practices Commission advises the SBE on matters relating to teacher education and certification. Commission membership includes eight teachers, two principals, one superintendent, three SCDE representatives, one student, and one lay member.

The commission is undergoing a 10-year "sunset review." Public hearings on the reorganization of the commission were held in August 1987. A bill currently in legislative committee would augment commission membership by three, adding two administrators and one lay member.

IRREGULAR CERTIFICATION ROUTES: Approximately 50 of the 89 SCDEs in Pennsylvania are designated as sites for the intern program. Through this program, a student with a bachelor's degree who meets the testing requirements may be hired as a full-time teacher, provided the student is already enrolled in a teacher preparation program. Candidates must complete approved instructional agendas within three years to obtain initial certification.

When a district demonstrates that no certified personnel are available to fill a teaching position, the SDE may grant an individual an emergency certificate.

INCENTIVES: The Pennsylvania Higher Education Assistance Agency has two incentive plans for recruiting students into mathematics and science education: forgivable loans of up to $1,500 per year and funds for certified instructors to retrain in math and science.

The governor's proposed budget for the 1988-90 biennium included funds for setting the minimum salary at $17,500 for 1988-89 and raising that by $1,000 the following year. The governor also requested $3 million for a forgivable loan program and another $3 million for teacher training and development. The latter would include establishing five lead teacher

centers. The commissioner of basic education has convened a task force to examine the lead teacher concept. A report is expected by the end of summer.

The state allocates money for LEA instructional improvement grants on the basis of average daily attendance. Some districts have used their funds to implement career ladder/merit pay programs.

BEGINNING TEACHER INDUCTION: An induction-type program was fully implemented in June 1987. Although the state has program guidelines, details of these support services are left to the discretion of the LEA. Continued employment is not contingent upon completion of the induction program.

RESOURCES FOR PRACTITIONER INSERVICE: Anyone receiving initial instructional certification or having certification made permanent after June 1, 1987 must participate in continuing professional development. Districts must submit their professional development plans to the state by December 1988 for approval. Master's degree holders will not be subject to the new inservice requirements.

MINORITY TEACHER RECRUITMENT: The SDE convened a group in summer 1987 to discuss recruitment of minorities into teaching. In addition, the SDE is working on this issue with the Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) as joint members of the Teacher Education Assembly. Minority teacher recuitment will be addressed at the assembly's fall meeting. The state also is assisting students at historically black institutions in passing the certification exams.

EARLY CHILDHOOD EDUCATION: The state offers a certificate to teach nursery school through third grade. State-sponsored ECE services are confined to special education children.

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STANDARDS: As of September 1, 1987, the NTE core battery is required for certification. Applicants must achieve scores of 650 in communication skills, 649 in general knowledge, and 648 in professional knowledge.

The state issues two certificates. The provisional is renewable and valid for three years. It is issued to candidates who complete an approved program or meet specific state requirements through transcript analysis. The professional certificate is valid for five years and may be renewed. Six credits and three years of teaching in Rhode Island are required to convert from the provisional to the professional.

PROGRAM CURRICULA: NASDTEC standards are required for program approval. During summer 1988, the Task Force for Teacher Education Program Approval will present a report to revise these standards. Proposed changes include a GPA entry/retention requirement. Public hearings on the matter will be conducted next fall, prior to formal presentation of the proposal. The state commissioner, who has the authority to adopt program approval standards, will then review the proposed changes.

STANDARDS BOARDS: The commissioner's Certification Advisory Committee has 16 members. These members include two public IHE representatives, two private IHE representatives, two superintendents, two principals, one school committee representative, six teachers, and one nonpublic school representative. The committee acts as an advisory group to the Commission on Elementary and Secondary Education.

IRREGULAR CERTIFICATION ROUTES: When no certified personnel are available to fill a teaching job, the state may issue an emergency certificate. Candidates must have a bachelor's degree. They are also required to complete at least six credits per year toward regular certification to renew their emergency certificates.

INCENTIVES: A state scholarship program provides support for a limited number of outstanding teacher education students.

BEGINNING TEACHER INDUCTION: The Board of Regents asked the SDE to conduct a study on the development of a first year teacher performance appraisal process. The SDE made its report to the board in December 1986. A legislative commission is currently considering the topics of induction and mentor programs.

RESOURCES FOR PRACTITIONER INSERVICE: New standards require six credits (three may be inservice) to renew a provisional certificate and nine credits (three may be inservice and six must be graduate level) to renew a five-year professional certificate.

Established by the 1985 legislature, the Rhode Island School Staff Institute began operating in fall 1986. The Institute provides

state-sponsored, supplementary inservice programs. The state also has grants for district professional development projects.

MINORITY TEACHER RECUITMENT: In the proposed program approval standards (see Program Curricula), SCDEs will be required to demostrate efforts to recruit minority candidates into teacher education.

EARLY CHILDHOOD EDUCATION: The state requires all preschool instructors to hold an ECE certificate covering preK-2. In addition, the governor recently proposed the 1988 Child Education Improvement Act. This bill would allow districts to initiate half-day prekindergarten programs for educationally at-risk four-year-olds. Action on the measure is pending.

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(NOTE: In 1983, the state legislature passed a comprehensive educational reform package called the Education Improvement Act. Portions of this law, referred to as EIA, appear in relevant sections below.)

STANDARDS: Applicants to teacher education programs must take the South Carolina Education Entrance Examination. The test covers reading, writing, and mathematics. They also must have a minimum 2.5 GPA or have scored in the top 50% of South Carolina students taking the SAT during their senior year.

In a recent decision, the SBE officially adopted the NTE professional knowledge test as an exit exam and the NTE subject area tests as certification exams. The state is currently validating the professional knowledge test. Students completing preparation programs after fall 1988 will be required to meet the cutoff score once it is established. Passing scores on the NTE subject area tests vary.

PROGRAM CURRICULA: The Education Improvement Act of 1983 initiated public school changes that affected SCDEs. Existing general NASDTEC standards for program approval were modified, replacing course-by-course requirements with outcome indicators. Outcome indicators include the number of graduates qualifying for certification as well as the graduates' performance on the NTE exams and in the state's first-year inducation program. Under the new standards, a SCDE's teacher preparation program is approved as a whole, rather than by individual classes. The revised approval system will be implemented as SCDE programs come up for review.

Teacher education students must complete one full semester of student teaching under the direction of an SCDE and an arts and science supervisor.

STANDARDS BOARDS: The Teacher Education Advisory Committee reviews preparation standards as well as some certification requirements before these matters are referred to the SBE. The panel does not possess final regulatory authority. With 30 voting members, the committee includes 10 teachers, 10 administrators, and 10 IHE representatives.

IRREGULAR CERTIFICATION ROUTES: Candidates who have a bachelor's degree in a critical shortage area, pass the NTE subject area exam for that field, and receive an LEA employment contract may be issued provisional certificates. They must complete an approved program within three years. The state has issued approximately 250 of these certificates.

INCENTIVES: The South Carolina Teacher Loan Program offers loans to SCDE students who agree to teach in subject or geographic areas of critical shortage. Subjects considered to be in shortage are determined annually and currently include foreign languages, library science, mathematics,

science, and special education. Maximum awards are $4,000 for undergraduates and $7,500 for graduates. One-fifth of a loan is forgiven for each year of teaching in state.

The South Carolina Teacher Recruitment Task Force operates the Cadet Teacher Program. Pairing high schools and colleges statewide, the program targets students with good academic records. These students are encouraged to enter teaching and to participate in a variety of activities, including college instruction. The state provides funds to each high school and IHE partner. During 1987-88, approximately 50 high schools and 20 colleges participated.

Salaries are maintained at the average for southeastern states.

The EIA called for development of an incentive program to reward teachers who demonstrate superior performance and productivity. The state provided $750,000 to fund incentive and career ladder pilot programs. It used criteria such as student achievement and attendance to award the funds to LEAs. This funding increased to $2.5 million for 1985-86. In 1987-88, $10 million was provided to pilot the three top models. Forty percent of the state's teachers participated in these pilot programs. With additional appropriations, South Carolina continues to operate three pilot projects and has not yet decided which model to adopt statewide.

BEGINNING TEACHER INDUCTION: The state developed an assessment instrument for teacher evaluation. All first year teachers must be evaluated three times with the Assessment of Performance in Teaching (APT). During the instructors' second year, LEAs must conduct two assessments and may use either the APT or a state-approved evaluation instrument of their choice. Advisory committees of teachers and site principals provide support to beginning teachers.

RESOURCES FOR PRACTITIONER INSERVICE: The state provided $1 million this year for teacher instruction in critical shortage subject areas. In addition, the EIA mandates monetary support to teachers for inservice education mandated by certificate renewal requirements.

MINORITY TEACHER RECRUITMENT: The 1984 reform act requires that all IHEs, LEAs, and the SDE improve recruitment efforts directed at minorities. The state funds the South Carolina Teacher Recruitment Center. One priority for the center this year is to recruit minorities from other professions into teaching via irregular certification routes. Minority recruitment is also a part of the state's Cadet Teacher Program (see Incentives). In addition, two historically black institutions received $90,000 grants to improve recruitment and retention efforts.

EARLY CHILDHOOD EDUCATION: No state-level programs reported in this area.

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STANDARDS: Entry into SCDE requires a 2.5 GPA.

For academic years 1985-86 and 1986-87, the Board of Regents ruled that teacher education students must take the NTE's communication skills, professional knowledge, and subject area sections as a graduation requirement. Regulations currently require certification candidates to take these three tests but mandate no minimum scores. The SBE recently dropped the NTE requirement at the request of the SDE. Officials cited the expense of test validation studies as one of the major reasons for omitting the exams.

PROGRAM CURRICULA: South Dakota uses state-developed standards for program approval. The SBE reviews programs every five years.

Curricular requirements for elementary certification include the following: 26 credit hours in education coursework (six hours must be in student teaching), 11 credit hours in methods, and nine credit hours in professional studies. Curricular requirements for secondary certification include the following: 21 credit hours in education coursework (six hours must be student teaching), six credit hours in methods, and nine credit hours in professional studies

STANDARDS BOARDS: The state has no permanent recommending body. The SBE occasionally convenes task forces to prepare reports on specific issues related to teacher education and certification. Recently, however, the South Dakota Association of Colleges for Teacher Education (SDACTE) was asked to advise the SDE division that handles teacher preparation. The request was a formal action by the SBE in January 1988. SDACTE will act as an advisory group on certification, program approval, and related matters.

IRREGULAR CERTIFICATION ROUTES: The SDE may issue an individual a provisional certificate in a certifiable subject area if the candidate has a bachelor's degree and an LEA employment contract. The candidate must need to complete 12 hours in an approved SCDE secondary education block before entering the classroom and must fulfill requirements within three years. Supervision by a site principal and the SCDE must be provided during the three-year period.

INCENTIVES: A merit pay plan for teachers was defeated in the 1984 legislative session. No further action has been taken. A scholarship/loan program for teacher education students was proposed in the 1985 legislative session, but it did not receive committee approval. No further action has been taken.

BEGINNING TEACHER INDUCTION: The 1986 legislature passed a bill requiring an induction program for all instructors with first-year certificates. Beginning teachers receive support from and evaluation by

a three-member team. This team consists of one SDE representative, one SCDE faculty member, and a local supervisor or principal. A mentor teacher may replace either the state department representative or the IHE team member. The SDE developed an evaluation instrument now being used in cooperation with institutions. Fully implemented during 1987-88, the induction program initially received $300,000 and was level funded for 1988-89.

RESOURCES FOR PRACTITIONER INSERVICE: The SDE must approve all LEA professional development programs. Six semester hours are required every five years for certificate renewal.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: Though the state does not provide funding, districts do have the option to institute preschool programs. South Dakota offers an endorsement in nursery school teaching. In addition, the SDE convened a group now working to address the needs of the preschool population, both special education and non-special education children.

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(NOTE: In 1984, the state legislature passed the Comprehensive Education Reform Act (CERA). Portions of this law appear in relevant sections below.)

STANDARDS: Entry into teacher education programs requires applicants to meet the following minimum scores on the P-PST examination: 169 in mathematics, 169 in reading, and 172 in writing.

Initial certification requires prospective teachers to pass the NTE core battery and appropriate subject area tests. Currently, passing scores on the core battery are 647 in communication skills, 644 in general knowledge, and 639 in professional knowledge. After September 1, 1988, the minimum scores will be 651, 647, and 643 respectively. Cutoff scores on the content range from 480-550.

The state is mounting a comprehensive review of teacher education, certification, and program approval. Completion of the review is expected by 1990 and officials project implementation by 1993-94.

PROGRAM CURRICULA: The SBE reduced the number of teaching endorsement fields, using families and generic groupings when possible. The new endorsement configuration will take effect in 1988.

The SBE, SDE, and Tennessee Higher Education Commission recently completed a study that recommends nine principles for restructuring teacher education. Proposed requirements include an expanded liberal arts core, an academic major, and NCATE accreditation for state program approval. A special advisory council also issued a teacher education reform report. The SBE is currently reviewing recommendations contained in these studies.

STANDARDS BOARDS: The Tennessee State Certification Commission is appointed to advise the SBE on certification standards. Although the Commission does have some authority over teacher testing policies, the SBE is the only agency authorized to enact regulations. The Commission's 13 members include four teachers, two principals, one superintendent, one other local administrator, one public SCDE representative, one private SCDE representative, one state agency representative, and two lay members.

IRREGULAR CERTIFICATION ROUTES: Tennessee has no officially adopted statewide irregular certification option. However, two IHEs received funds to develop a certificate program for second-career individuals. The state mandated that the program include all standard professional studies requirements. Called the Lyndhurst Fellowship Program, the project now operating is a postbaccalaureate, teacher intern preparation program.

INCENTIVES: Loans and scholarships are in place to provide monies for undergraduates planning to enter teacher education. Provisions extend to certified teachers in surplus fields who wish to retrain to teach in disciplines experiencing shortage. Candidates may receive a maximum award of $1,500 per year for up to four years. The state forgives 25% of a loan for each year of teaching a subject defined as a critical shortage area.

The CERA mandated a five-step career ladder program to enable teachers (and all certified professional personnel) to receive additional salary increments of up to $7,000. The legislature amended CERA in 1987 to make the career ladder optional. In addition, only three levels remain as career ladder certificates. Teachers who wish to join the ladder must also obtain a professional license. As of 1987, 40,000 of the state's 48,000 teachers were active in the three-step program. The majority of those were at Level I, which carries a $1,000 stipend and requires four years of teaching experience. A total of 5,000 instructors were at Levels II and III. These levels offer $3,000-$7,000 stipends and require assessment of teachers by state evaluators. Changes proposed for the career ladder program come from two recent feasibility studies. One study indicated the need for inclusion of local input into the evaluation process. Another study concerns changes in the option for teachers to work 11 or 12 months per year.

For the 1987-88 school year, the General Assembly provided funds for a 4% across-the-board increase in teachers' and administrators' salaries. Teachers in their second through fourth years of service received a special bonus to encourage them to stay in teaching until their fifth year. During their fifth year, they will be eligible for classification at Level I in the career ladder. These provisions were funded by a one-cent hike in the state sales tax. Funds appropriated this spring for pay increases will nearly meet the governor's pledge to raise the minimum salary to $18,500.

BEGINNING TEACHER INDUCTION: A probationary certificate is issued to all beginning teachers. Mentor teachers work with and evaluate beginning instructors during the newcomers' first (probationary) and second through fourth (apprentice) years. IHEs are involved with state-sponsored workshops to train mentors. Part of the career ladder program, this project usually draws mentors from Level III.

RESOURCES FOR PRACTITIONER INSERVICE: Under CERA, requirements for inservice education were increased, and accountability for quality and productivity became more stringent. The career ladder program includes incentives for professional development. Two major programs have been implemented: the Tennessee Instructional Models System and the Tennessee Career Development Program for Administrators.

Renewal credits must reflect completion of university coursework. A law went into effect in June 1986 that mandates reimbursement for renewal coursework.

MINORITY TEACHER RECRUITMENT: This issue is being studied as a part of the state's larger teacher education reform movement. Recruitment strategies used in other states are being studied for possible adoption. In addition, a policy statement on minority recruitment and a task force proposal were presented to the SBE in January. The report focuses on selecting minority students as prospective teachers, fostering their interest in education, and retaining them once they enter the profession.

EARLY CHILDHOOD EDUCATION: The state has a mandate to establish a separate licensing procedure for special education preschool teachers by 1990.

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STANDARDS: An individual must achieve the following scores on the P-PST for entry to teacher preparation programs: mathematics, 171; reading, 172; writing, 173. Beginning spring 1989, all applicants to teacher education programs will take a state-developed test in lieu of the P-PST. The new test is called the Texas Academic Skills Program (TASP) and will be required of all college sophomores before they can achieve junior status.

Candidates must pass the Examination for the Certification of Educators in Texas (ExCET) to obtain their first certificate and any additional endorsements or certificates. Scores vary by teaching field.

The Texas Examination of Current Administrators and Teachers was given to teachers and administrators employed in public schools in March and July of 1987, and 99% passed. Those who failed the examination were not reemployed. The examination will continue to be offered three times a year.

The state cancelled a mandate requiring inservice personnel to pass a subject area exam in their area of certification.

PROGRAM CURRICULA: All SCDEs must submit their teacher education programs for approval under newly adopted standards. These revised standards incorporate provisions of SB 994, legislation passed in 1987.

SB 994 requires that all prospective teachers hold a bachelor's degree with a major in an academic or interdisciplinary field. For certification, the Texas Education Agency (TEA) cannot require more than 18 hours of professional education at the baccalaureate level, including student teaching. However, undergraduates specializing in bilingual education, early childhood education, special education, reading, or ESL may obtain additional credits in professional education.

SB 994 also states that the performance of SCDE graduates on state-mandated tests and the performance of first year teachers on the statewide appraisal system will be considered when approving SCDE programs.

STANDARDS BOARDS: The Commission on Standards for the Teaching Profession is established as an advisory panel to the TEA. Matters relating to certification undergo commission review before advancing to the TEA for final action. With 19 members, the commission includes six teachers, four principals, two other administrators, two public SCDE representatives, four IHE representatives, and one state agency representative.

A 1987 bill to create an autonomous commission was declared unconstitutional.

IRREGULAR CERTIFICATION ROUTES: Legislation states that a candidate with a bachelor's degree who passes basic skills and subject exams may be certified. The certification process includes a supervised probationary year as part of district programs approved by the state. Specific teacher training and classroom management courses are required in the district plans. The TEA has developed rules to implement this route.

INCENTIVES: The Texas Education Reform Bill, passed in 1984, established a four-tier career ladder plan. New and current teachers begin at level one with advancement contingent upon number of years at each level, additional training or higher education coursework, and performance, as measured by the statewide teacher appraisal system. Each step carries a salary increment of between $1,500 and $2,000. Although teachers at the master level will be given added supervisory responsibilities, they are to be retained in the classroom at least 60% of the school day. This fourth level has not yet been implemented. A statewide appraisal process, complete with instrumentation, training, and certification, is now operating for levels 1-3.

A forgivable loan program was approved in 1984 for teachers entering shortage areas. The loans are available in 1987-88 for preservice preparation and for inservice or retraining programs. Shortage areas are determined annually.

A $15,200 minimum salary for beginning teachers was established in 1984. In 1987, the average salary in the state was calculated at $25,200.

BEGINNING TEACHER INDUCTION: SB 994 creates a probationary certificate for all beginning teachers. The law requires the TEA, the Higher Education Coordinating Board, and the public university to develop a comprehensive teacher induction program. Induction projects should include supervision by experienced teachers, school administrators, and IHE faculty. The program is expected to be developed this spring, piloted during the 1988-89 and 1989-90 school years, and fully implemented by 1991.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is provided by LEAs, IHEs, professional associations, and 20 regional centers. Legislation requires higher education coursework or advanced academic training for career ladder advancement. Most SCDEs experienced enrollment increases in summer professional development sessions because of this requirement.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: No state-level programs reported in this area.

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STANDARDS: Discussion has occurred on the use of an exit examination for program approval and teacher certification, though no action has been taken to date. Currently, each SCDE sets its own admission standards.

PROGRAM CURRICULA: The state requires all teacher education programs to meet NASDTEC standards for state approval.

STANDARDS BOARDS: The State Advisory Committee on Teacher Education advises the SBE on certification standards. The committee's 24 members include seven teachers, two principals, four superintendents, two other administrators, one LEA board member, six SCDE representatives, one IHE representative, one state agency representative, and one lay member.

IRREGULAR CERTIFICATION ROUTES: No state-level programs reported in this area.

INCENTIVES: The Utah Career Scholarship Fund has established two types of scholarships. The first provides tuition waivers and stipends. School districts are allocated 200 scholarships for high school graduates entering teacher preparation programs. Colleges and universities are allocated 165 scholarships of $500 for students already in teacher education programs or who have completed at least one year of college work. The second scholarship program provides 20 $3,000 awards each year to outstanding high school seniors and collegiate sophomores, juniors, and seniors. Minority status is a factor considered in granting all awards.

In 1984, the state appropriated $17.5 million for LEAs to establish career ladder programs. The SDE developed guidelines for such plans. Although LEAs are not required to participate, participation has been 100%. Some LEAs have supplemented state funds with district monies. Only the first and second levels of the career ladder have been implemented to date.

BEGINNING TEACHER INDUCTION: A change in certification regulations calls for a beginning teacher assessment period effective this academic year. New teachers will receive two-year basic certificates. During these first two years, LEAs will evaluate the instructors along state guidelines and criteria for effective performance. SCDEs will offer field support to their graduates and provide remediation where deficiences are measured. This induction plan is on hold, pending availability of funds.

RESOURCES FOR PRACTITIONER INSERVICE: Inservice education is provided by school districts, state agencies, and IHEs.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: No state-level programs reported in this area.

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STANDARDS: Last July, the SBE, the SDE, and the Certification Review Board began a review of all certification regulations. A vote by the SBE on the final version of revised certification standards is expected in September. Following this vote, the state will conduct public hearings on the revised standards.

Admission to teacher education programs is currently determined by individual IHEs. The recent discussions of standards resulted in voluntary increases in SCDE requirements. In 1986, however, the SDE did mandate one statewide requirement. Students in teacher preparation programs must have an overall GPA of 3.0 to begin student teaching.

PROGRAM CURRICULA: The state uses NASDTEC standards with additional specifications for Vermont for program approval. The SCDEs in the state meet on a regular basis to discuss program design.

STANDARDS BOARDS: The Certification Review Board is an 18-member panel appointed by the commissioner to advise the SBE on all issues pertaining to teacher education and certification. Board membership includes eight teachers, four administrators, one school superintendent, two representatives from teacher preparation institutions (one public and one private), and three lay members.

A bill introduced in 1987 would create an autonomous standards board with majority teacher representation. A legislative committee is holding hearings on the bill. Further action is pending.

IRREGULAR CERTIFICATION ROUTES: Certification is available in three ways: by completing an approved teacher education program; by evaluation; and by waiver. To be certified by evaluation, an applicant must have documented experience, competence, and qualifications in teaching. Applicants are required to demonstrate these skills to a review board. Only one-half of one percent of all certificates are awarded in this manner, usually to those with teaching experience in parochial or private schools. Under the waiver system, districts must document that no certified personnel are available to fill a job opening. The state then waives standard requirements and allows a noncertified individual to teach for one year. To continue teaching, this individual must meet the state certification standards.

INCENTIVES: A forgivable loan program exists for recruitment of mathematics and science teachers. To qualify, a student must agree to teach in Vermont for at least one year after graduation. Up to 25% of the loan may be forgiven. This program received funding for 1987-88.

BEGINNING TEACHER INDUCTION: A subcommittee of the Certification Review Board was assigned to study a mentor system for the state. The subcommittee issued its report to the SBE in June 1987. Further action is on hold, pending appropriation of funds and a review by the SBE.

RESOURCES FOR PRACTITIONER INSERVICE: Every year the SDE petitions the legislature to obtain funds for inservice programs. The SDE has already established a network of statewide inservice programs. Called the Resource Agent Program (RAP), this network distributes digests to all districts. These digests include references to inservice providers and descriptions of the various professional development activities. LEAs must report their inservice programs to the SDE.

Teachers are responsible for earning nine credit hours for certificate renewal every seven years. Credit hours may be from either inservice, undergraduate, or graduate programs. The teacher's coursework must be applicable to the subject to be taught or to education in general.

MINORITY TEACHER RECRUITMENT: No state-level programs reported in this area.

EARLY CHILDHOOD EDUCATION: No state-level programs reported in this area.

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STANDARDS: Certification requires the following NTE scores on the core battery: 649, communication skills; 639, general knowledge; and 639, professional knowledge. Specialty exams in 18 subject areas are also required for certification. Scores vary from 470 to 580.

The state awards four types of certificates for teachers. Issued upon employment, the nonrenewable provisional certificate requires a bachelor's degree, except for vocational education instructors. It is valid for two years and is issued to new teachers to complete the state's induction program and/or to remediate deficiencies. The collegiate professional is a five-year, renewable certificate issued to bachelor's degree holders who meet all the requirements for teaching in Virginia. The postgraduate professional certificate is also renewable and valid for five years. It requires a graduate degree, three years of successful teaching experience, and an employer recommendation. Issued exclusively for the trade areas, the vocational education certificate may be renewed every five years and does not require a baccalaureate degree.

PROGRAM CURRICULA: A report presented to the governor in November 1986 by the Commission on Excellence in Education recommended several curricular changes for teacher education programs. The governor forwarded the report to the SBE in early 1987. After adopting several of the report recommendations, the SBE appointed an Ad Hoc Committee on Teacher Education to facilitate the restructuring of Virginia's teacher education programs. This committee consists of three members each from the SBE and the State Council of Higher Education.

The current restructuring effort requires all SCDEs with preparation programs to revise those programs according to the standards adopted by the SBE and along guidelines provided by the SDE. The new standards stipulate that prospective teachers major in an arts and sciences discipline, rather than education, at the undergraduate level. Institutions wishing to retain baccalaureate education degrees must provide a rationale for their program design. The professional education components of any undergraduate program must be limited to 18 hours, excluding student teaching. Institutions may also develop new five- or six-year preparation programs. The latter will not be subject to the 18-hour cap in professional studies.

SCDEs submitted proposals for restructured programs to the Ad Hoc Committee on Teacher Education between January 4 and May 4, 1988. After designated groups review the proposals, the SBE will approve programs from independent institutions and will work with the State Council of Higher Education in approving programs from public IHEs. These two groups are expected in September to issue a report to the governor and the legislature on their program approval decisions. The state plans a two-year phase-in period to implement restructuring. This phase-in will run from July 1, 1990, to July 1, 1992. During this period, external

review committees will evaluate the programs to determine whether actual implementation procedures match the written restructuring proposals. From 1992-97, the state plans additional on-site visitations.

STANDARDS BOARDS: Appointed by the SBE, the Teacher Education Advisory Board (TEAB) advises the state board on development and approval of SCDE preparation programs. The TEAB has 17 members, which include nine teachers, one superintendent, one local board member, two SCDE representatives, one public IHE representative, one state agency representative, and two lay members.

IRREGULAR CERTIFICATION ROUTES: After passing the NTE, candidates with a bachelor's degree in an academic area and an LEA employment contract may be issued a two-year provisional certificate to teach at the secondary level. They must complete nine semester hours through an accredited college or university during this provisional period. (LEAs may submit alternatives to the semester hour requirement for state approval.) If all provisions are successfully completed, including the state induction program, the state grants collegiate professional certification. The SDE has developed guidelines for the details of this program.

INCENTIVES: An incentive study was piloted in five counties during 1985-86. No state money has been allocated for continuing the pilots or for implementing a statewide program. However, the five original LEAs and nine other school divisions are now operating incentive programs with local funding.

In 1986, the legislature approved a 10% salary increase for teachers but appropriated only a 5% pay raise. LEAs were expected to provide the remaining 5% from their budgets. The state assembly and the SBE encouraged districts to institute an additional increase in teachers' salaries for 1987-88. All salary increases appropriated to date represent an average raise for teachers throughout the state, though actual percent increases vary from district to district.

The state provides forgivable loans for prospective teachers entering or certified teachers retraining in shortage areas. Eligible candidates include graduate students or undergraduate juniors and seniors. Minority status and willingness to teach in geographic areas of shortage are two factors given special consideration in awarding loans. Maximum loans are $2,000 per year per recipient; the state forgives one year of award received for each year of teaching in Virginia public schools. The program currently includes candidates in mathematics, science, foreign languages, and special education. The state awarded approximately 275 forgivable loans for 1987-88 and has funding for 300 awards in 1988-89.

Legislation enacted this year encourages IHEs to establish clinical faculty programs. The law, HB 1616, provides $200 to teachers who participate in training for the supervision and evaluation of student teachers. Instructors receive an additional $500 per student teacher supervised. Granted adjunct faculty status at SCDEs, these supervisors

have access to IHE faculties and programs. IHE participation is volutary and three SCDEs have clinical faculty projects. Regulations governing the clinical programs were recently revised. Whereas training was previously restricted to graduate-level activities at public institutions, training may now also be provided by private IHEs and/or at the undergraduate level. The state appropriated $245,000 for these clinical programs during the 1988-90 biennium. Interested institutions are developing proposals to submit to the SBE by July 15, 1988.

BEGINNING TEACHER INDUCTION: Under the Beginning Teacher Assistance Program (BTAP), graduates of SCDEs are granted two-year, nonrenewable provisional certificates. All beginning teachers are assessed by independent observers during this provisional period. Evaluation includes assessment of 14 competencies. Individuals have three attempts to pass all 14. Once certain competencies are successfully completed, teachers are only evaluated on those areas remaining. Individuals who fail to successfully demonstrate these competencies must undergo remediation at regional development centers. If, upon reevaluation, provisional teachers do not meet state standards, they will be denied certification. Evaluation of BTAP candidates takes place in the fall and spring each year. The program has been operating since fall 1985.

RESOURCES FOR PRACTITIONER INSERVICE: Virginia currently requires teachers to have six credit hours (three of which must be college credit) for certificate renewal every five years. The state, however, is moving toward elimination of this requirement. The SBE is identifying broad categories for an inservice point system. Districts will subsequently determine their own plans within the state framework. These plans may or may not mandate college coursework. After developing a policy and procedures manual this summer, the SBE will hold hearings and review that input next fall. Officials project that the new system will be adopted in summer 1989. In the meantime, districts as well as SCDEs offer professional development activities. The SDE provides technical assistance to LEAs to implement inservice programs.

MINORITY TEACHER RECRUITMENT: The General Assembly appropriated $1 million in 1986 to assist two traditionally black institutions in efforts to restructure their SCDE programs. Funding continued in 1987. Program goals include improving student scores on the NTE exams and increasing the number of outstanding teacher education candidates.

Virginia worked as a member of the Southern Education Foundation to develop recruitment strategies. As a member of a task force on the issue, the state formulated recommendations for increasing the number of minorities entering teaching. Recommendations were presented in May 1988 to the governors of the five task force member states--Arkansas, Georgia, Tennessee, North Carolina, and Virginia. Each of the five expects to develop strategies for its own state based on the group presentation.

As part of the effort to restructure teacher education programs (see Program Curricula), IHEs were asked to specify measures to increase the

number of minority students in their respective teacher education programs.

EARLY CHILDHOOD EDUCATION: The state has an elementary education endorsement covering nursery school/K-4 but does not operate any prekindergarten programs.

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WASHINGTON

(NOTE: In April 1987, the state legislature passed a comprehensive educational reform bill, SS 5479. Portions of this law appear in relevant sections below.)

STANDARDS: The SBE requires that teacher education students be competent in reading, writing, and computation. Currently, applicants must have a combined quantitative and verbal subtest score of 80 on the Washington Pre-College Test or equivalent on the SAT, ACT, or GRE. After June 10, 1989, a passing mark on the WPCT will be a score of not less than the statewide median. Individuals 21 years of age or those holding bachelor's degrees are exempt from this requirement. In addition, entry into teacher education programs requires a 2.5 GPA.

SS 5479 requires that an exit examination in professional knowledge be implemented by August 31, 1993. The SBE is formulating guidelines for implementation. It also mandates that IHEs develop and administer their own exit exams until the statewide exam is in place. Public institutions will probably work together in developing this exam. The law also requires the legislature to determine the feasibility of subject area testing for certification and to administer a sample test by 1990.

SS 5479 requires all candidates for continuing certification after August 31, 1992, to obtain a master's degree in teaching, the arts and sciences, or humanities. Continuing certificates will have a maximum of two endorsements, and teachers will be assigned only to those areas. Instructors are first issued two-year certificates that may be renewed if they are accepted into a master's program. They have seven years from the time they began teaching to complete a master's degree.

PROGRAM CURRICULA: SS 5479 requires SCDEs to develop planned sequences for all coursework. It requires all certification candidates to complete an academic major. In addition, the law requires the SDE to facilitate a pilot study to enhance the field experience and student teaching components of SCDE programs. Findings must be reported to the legislature by 1990. Currently, the state is spending $250,000 to fund four student teaching pilot projects in remote districts.

The state developed new program approval standards to accommodate provisions of SS 5479. Under the proposal, SCDEs will have professional education advisory boards for each program unit. These boards will consist primarily of practitioners, will aim to improve IHE and district interaction, and will maintain standards at the local level.

SCDEs have the option of creating alternate preparation programs. Professional education advisory boards at each institution must participate in reviews of these alternate programs. Projects must be approved by the state.

STANDARDS BOARDS: The Professional Educational Advisory Committee is appointed by the SBE to review standards for certification and program approval. The 28 members represent the education community, the legislature, and the general public. Deans from both public and private SCDEs serve on the committee. All committee recommendations are given serious consideration by the SBE.

IRREGULAR CERTIFICATION ROUTES: No state-level programs reported in this area.

INCENTIVES: The Higher Education Coordinating Board administers forgivable loans in mathematics and science. Loans are available for Washington residents who demonstrate financial need. Candidates may receive a maximum of $2,500 per year for up to four years. The program forgives 10% of the loan for each year of teaching. Awarding approximately 150 loans annually, the program is now in its sixth year.

The state also has a Future Teachers' Conditional Scholarship Program. These scholarships provide a maximum of $3,000 per year for five years. Eligible high school candidates must have a 3.3 GPA; eligible college students must have a 3.0 GPA. Though primarily merit-based, 50% of the scholarships may be awarded according to financial need. Scholarships are repaid through teaching service over a 10-year period.

Reform bill SS 5479 requires additional compensation for all teachers participating in "Schools for the 21st Century." Under this program, schools develop proposals for innovative projects. Proposals are submitted to the state and, if approved, receive funding for pilots. The 1988-89 school year will be the first year of this model schools program.

SS 5479 recommends the development of graduate scholarships and undergraduate work-study programs for teacher education students.

BEGINNING TEACHER INDUCTION: The 1985 legislature introduced a Beginning Teacher Assistance Program that began in the 1985-86 school year. New instructors receive support from and are evaluated by mentor teachers. Mentors use locally developed assessment instruments for evaluation. (Assessments are formative and are not tied to continued certification.) Paying for both a $2,000 annual stipend as well as training costs, the state provides mentors with release time to observe new teachers in class. The SBE is required by the law to study the current internship program and make recommendations to the legislature regarding expansion of the program statewide.

RESOURCES FOR PRACTITIONER INSERVICE: The SBE places strong emphasis on inservice education. Institutions of higher education provide some services to LEAs. SS 5479 requires LEAs to conduct an inservice needs assessment and, subsequently, to develop plans to meet those needs.

The SBE requires 150 clock hours of continuing education every five years for all persons receiving continuing certificates.

Previously, salary increments had to be related to accumulated credit in university coursework. Teachers may now move up the salary schedule with approved inservice credit.

MINORITY TEACHER RECRUITMENT: SS 5479 recommends that any efforts to develop teacher scholarships be targeted specifically to minority candidates.

The SDE compiles annual statistical reports on the number of minority students completing teacher education programs.

In spring 1987, the legislature appropriated funds to public institutions for recruiting minorities onto their campuses. The money, though not targeted directly to teacher education, will be used for scholarships and other programs.

EARLY CHILDHOOD EDUCATION: Washington operates an Early Childhood Assistance Program through the Department of Community Development. Modeled after Head Start, the state provides grants to districts, community colleges, and independent projects for prekindergarten educational programs. Officials estimate that approximately 2,000 at-risk four-year-olds are currently being served. Instructors must hold state certification covering preschool through third grade.

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STANDARDS: The speaking component of the ACT-COMP, an institutionally-developed listening test, and the P-PST are required of teacher education students. SCDEs determine when to administer the exams. Passing scores for the P-PST are 172 in reading, 172 in mathematics, and 171 in writing. In addition, the SBE will consider a proposal this July to omit the ACT-COMP requirement and to convene a task force to develop a replacement test.

Criterion-referenced tests developed by NES for 34 subject areas are required for certification. In addition, IHEs must assess students' abilities on the basis of 26 professional education performance objectives. Assessment instruments are institutionally developed and must be submitted to the state for approval.

A joint commission of the SBE and the Board of Regents met in summer 1987 to discuss the governance of teacher education and certification in West Virginia. The commission issued a report on preparation at the end of last year. After considering the report recommendations, the SBE and Board of Regents are now working with legislative committees to implement some of the proposals.

The state certifies teachers at three levels: K-4, 5-8, and 9-12.

A special session of the legislature this June will consider the Omnibus Educational Reform Act of 1988. Resulting from two other bills, this legislation addresses a range of topics, including certification, public school curricula, at-risk students, and other issues.

PROGRAM CURRICULA: The state mandated a competency-based curriculum sequence and abolished credit hour requirements.

West Virginia uses state-developed standards for program approval. In July the SBE will consider adding NCATE accreditation as an additional requirement.

STANDARDS BOARDS: The SBE recently adopted several proposed changes for the existing 27-member Advisory Council on Professional Development of Educational Personnel. First, the group has been renamed the Council on Professional Education (COPE). Members will include 14 teachers (representing each program level as well as special service areas) and six public school adminstrators. These members will be elected, with the first set chosen in November 1988. The BOR will appoint seven additional members, two lay citizens and five higher education representatives. COPE will act as an advisory body on teacher education and certification. It will issue annual reports to the SBE, the BOR, and the education committees in the legislature.

In 1987, the legislature defeated a bill that would have established an autonomous commission to govern teacher education, certification, and professional development.

IRREGULAR CERTIFICATION ROUTES: An emergency credential may be granted to fill vacancies in critical shortage areas.

West Virginia also issues permits for noncertified individuals willing to teach in subjects annually defined as shortage areas. The state has content-specific prerequisites for this route. The one-year permit may be renewed only if candidates complete six credit hours per year in an approved SCDE program. To receive full certification, candidates must graduate from the program and meet all appropriate requirements within five years.

An alternative preparation program was piloted during 1986-87 in three IHEs and continued on a limited basis during 1987-88. Program participants are retired professionals with bachelor's degrees in designated shortage areas, primarily mathematics and science. Candidates are issued internship licenses and subsequently paid "living expenses" while teaching. The state pays tuition for these teachers to complete an alternate professional program. They attend classes during the school year and for two summer sessions.

INCENTIVES: The SBE established an advisory committee to study incentive and evaluation programs and recently adopted an evaluation policy. Each county developed an evaluation program to match the state guidelines. Following SBE approval, these programs began operating in September 1986. The incentive policies developed included nonmonetary rewards for teachers, such as sabbaticals, daily release time, small research grants, and nominations for "Teacher of the Year." The SBE tabled these proposals because of fiscal constraints.

Through a state program, tuition is paid for teachers entering special education and other shortage areas.

The state provides additional salary compensation to teachers with master's degrees.

BEGINNING TEACHER INDUCTION: Currently, county organizations must provide orientation for new teachers; no uniform program operates statewide. The state is sponsoring four regional seminars this summer on beginning teacher induction. IHEs, regional and district personnel, and others will be attending the meetings.

RESOURCES FOR PRACTITIONER INSERVICE: The SDE mandates that every LEA have an approved professional development program. Programs must include needs assessment and prescriptive activities for all personnel. Since fall 1987, individual development plans have been partially based on information from teacher evaluations.

Each LEA has a continuing education committee that requires IHE representation. Six semester hours of college credit are required for renewal of the provisional certificate. The joint commission will be studying a requirement that these six hours be in a job-related content area.

The SBE operates summer academies for principals, teachers, and special educators.

MINORITY TEACHER RECRUITMENT: One portion of the omnibus education act under consideration this June is a teacher scholarship program. This program has a component that targets minority candidates.

EARLY CHILDHOOD EDUCATION: The state offers a preK-K certificate but does not operate any preschool programs.

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WISCONSIN

STANDARDS: In 1986, the Department of Public Instruction (DPI) adopted a comprehensive set of program approval rules that raised significantly standards for SCDE admission and exit. A 2.5 GPA and the P-PST are now required to enter teacher preparation programs. P-PST passing scores are 175 in reading, 174 in writing, and 173 in mathematics.

Certification currently requires a 2.75 GPA. All students entering teacher education programs after August 1, 1988 also will be required to take subject area examinations. Test selection is underway, and cutoff scores are expected to be in place by 1990.

PROGRAM CURRICULA: The DPI recently adopted extensive standards for undergraduate and graduate teacher education programs. These state-developed standards mandate a 22-credit certification minor for elementary education candidates, 100 clock hours of supervised prepracticum experience, and a full semester of student teaching. The student teaching unit follows the daily schedule and semester calendar of the cooperating school. Anyone entering an SCDE after August 1987 or graduating before August 1990 must meet the new requirements.

STANDARDS BOARDS: The 18-member Advisory Council for Teacher Education and Certification advises the DPI on certification and program approval standards. Council membership includes five teachers, four administrators, four IHE representatives, one student, and four lay members.

IRREGULAR CERTIFICATION ROUTES: No state-level programs reported in this area.

INCENTIVES: The DPI received a three-year grant to be used for competition among LEAs to pilot career ladder programs. The state funded 32 projects during 1987-88.

BEGINNING TEACHER INDUCTION: A beginning teacher/mentor clause is a principal part of the regulations for the career ladder program. In 1987, the DPI requested funding to develop and implement a statewide induction program, but the proposal was not included in the legislature's budget. The DPI is working to have it reintroduced. The DPI, however, does have a full-time staff member to work with districts on induction.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs must have written inservice policy statements approved by the state DPI. Teachers have five-year certificates that are renewable on completion of an approved inservice education plan. Six semester hours of credit or its equivalent (180 clock hours of preapproved DPI professional activities) are required.

New categories for licensing middle school educators were promulgated in January 1988, and action is pending.

MINORITY TEACHER RECRUITMENT: By state mandate, every IHE must have a plan to recruit minorities into teacher education. Plans were to be in place by 1987. All 32 IHEs already have plans on file with the DPI. In 1987, the state also worked on the minority teacher recruitment issue as part of efforts by the North Central Regional Education Lab.

EARLY CHILDHOOD EDUCATION: While state services in ECE are confined to special education, Wisconsin does have permissive legislation to allow local districts to operate regular preschool programs. Instructors with elementary certificates may add on a combined nursery/kindergarten endorsement.

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WYOMING

STANDARDS: Admission into teacher education programs requires a 2.5 overall GPA and a score at or above the 70th percentile on the CAT.

Standard certificates are valid for five years. With a master's degree and at least five years of successful teaching experience in Wyoming, the state awards professional certification. Teachers from other states seeking certification in Wyoming must have graduated from an institution that is either NCATE or regionally accredited.

PROGRAM CURRICULA: Though Wyoming currently uses NASDTEC standards, the state standards board will institute a new program approval system. The final outline for revision is expected in July 1988, and implementation will take two to three years. In addition, revisions of the existing endorsement field standards were approved by the SBE in April.

STANDARDS BOARDS: The SBE appoints the Professional Standards Board to advise it on certification and program approval. The Professional Standards Board must adopt any regulatory changes before their submission for SBE approval. Regulations require board membership to include six teachers, two principals, one superintendent, two public SCDE representatives, and one community education representative.

IRREGULAR CERTIFICATION ROUTES: The SDE is considering options for delivering preparation programs to nontraditional teacher candidates. The state issues emergency certificates on a case-by-case basis.

INCENTIVES: Legislation has been approved to provide 20 forgivable loans for tuition, housing, books, and supplies to outstanding high school students entering teacher education. The program forgives one-third of a loan for each year of in-state teaching.

BEGINNING TEACHER INDUCTION: The Professional Standards Board and two other groups are currently working on induction programs.

RESOURCES FOR PRACTITIONER INSERVICE: LEAs are required to submit formal plans for staff development. A resource manual and inservice information bank has been developed by the SDE. Recertification requires five inservice credits every five years. Inservice credit can be earned either through study at IHEs or through LEAs.

MINORITY TEACHER RECRUITMENT: The state appropriated funds to recruit native Americans into college, though not into teaching specifically.

EARLY CHILDHOOD EDUCATION: State activity in this area is confined to special education.

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APPENDIX I - CAPACITY BUILDING FOR SCDEs

The following states have indicated state-supported activities that generate changes in the ability of SCDEs to deliver services to the field of teacher preparation:

ARKANSAS: A small amount of money is available to SCDEs through funds generated from a sales tax increase.

CONNECTICUT: Standards require institutions of higher education to present evidence of support for SCDEs, not only through funding, but also through recognition of SCDE programs and faculty as important contributors to the institution.

MASSACHUSETTS: Funds for capacity building are currently available via grants from the Board of Regents. In general, they are tied to an SCDE role in school improvement activities.

NEW JERSEY: A $500,000 program from the Department of Higher Education will grant 10 to 20 awards for IHEs to develop new or to strengthen existing graduate preparation programs. Recipients were announced in January 1987.

OHIO: Since the 1976 redesign legislation, funds have been available to public and private SCDEs. SCDEs receive $1100 per student. The money can be used to support any of the state standards and has been widely used for capacity building. This money goes directly to the SCDEs to supplement institutional funds.

RHODE ISLAND: SCDEs have received indirect benefits from a state initiative to expand technology in the schools. Money has been allocated from several sources for hardware and inservice training at the IHE level.

WASHINGTON: The state recently appropriated $250,000 for student teacher pilot projects in remote regions. IHEs may develop programs and receive state funds beginning 1988-89. Community colleges or large school districts may serve as resource centers.

APPENDIX II - SCDE FACULTY DEVELOPMENT

The following states have indicated state-level activity that funds or mandates professional development for faculty members of SCDEs:

CALIFORNIA: SB 813 requires every teacher education faculty member who teaches methods courses to periodically spend time in a public school. Part of this requirement includes classroom instruction. The regulations require a methods instructor to spend 25% of one semester in public school every three years.

CONNECTICUT: Regulations require SCDEs to present faculty professional development plans. SCDEs must adhere to clearly stated hiring practices to maintain faculty quality.

MARYLAND: In collaboration with the SCDEs and IHEs, the SDE has established the Teaching Effectiveness Network. This professional development effort aims to improve teaching skills at all levels. Five colleges and universities are involved.

MASSACHUSETTS: Funded through Board of Regents' grants.

NEW JERSEY: Faculty development proposals are solicited in the grants announcement cited under CAPACITY BUILDING.

NORTH CAROLINA: The 1987 Task Force Report on Teacher Education submitted to the general assembly recommended the establishment of summer institutes for teacher preparation faculty. The institutes are expected to begin in summer.

OHIO: Effective last July, IHEs must implement a development plan for professional education faculty that includes periodic participation in the schools. On-site participation is required every three years.

OKLAHOMA: HB 1706 requires each SCDE faculty member to have a staff development plan and to participate in specific activities. Activities include service in a secondary or elementary school. All institutions of higher education with teacher preparation programs must participate.

TEXAS: The 1984 standards require that all SCDEs must maintain faculty development programs for state approval.

VIRGINIA: There is faculty exchange between traditionally black and traditionally white public institutions.

APPENDIX III - RESEARCH/DATA/EVALUATION

The following states have indicated state activity that requires or funds research, data collection and dissemination, and/or program evaluation relative to teacher education:

ALABAMA: Research and evaluation are included in the activities of the state's professional development centers.

COLORADO: The SDE conducts an annual study on first- and third-year evaluations of new teachers. Data must be used by institutions of higher education for program improvement.

DISTRICT OF COLUMBIA: The DCDOE awards grants for public school evaluation.

FLORIDA: The SDE regularly collects data on the performance of graduates from approved SCDE programs. Data include the graduates' performance on the Florida teacher certification exam and in the state's beginning teacher program. The data are used in granting continued program approval. A total of 80% of a SCDE's graduates must pass the certification exam and 90% of a their graduates must successfully complete the induction program for that SCDE to continue to receive state program approval.

The SBE rules adopted in 1985 require approved programs to conduct on-site evaluations of program graduates and to provide follow-up instruction in areas of identified weakness. No state funding is provided for these procedures. SCDEs are collecting data on a random sample of students.

GEORGIA: The Quality Basic Education Act established funding authority for the SBE to conduct educational research. The SBE may contract with outside agencies for this purpose.

ILLINOIS: The SBE is required by legislation passed in 1985 to collect and report data on the characteristics of students in teacher education programs. The legislation also requires the SBE to monitor trends in student enrollment within teacher education.

INDIANA: The 1987 legislature established a committee to study student attitudes, motivation, and perceptions of public education and to determine methods for increasing parent and community involvement. The committee will develop guidelines to award grants in these areas.

IOWA: The 1985 legislation established an educational research foundation and included start-up funds of $100,000. It is expected that the foundation will be supplemented by contributions from business, industry, and private donors. Included among the foundation's

responsibilities will be research in education issues, collection and dissemination of education information, and development of innovative and cooperative programs for school districts.

KENTUCKY: Some research is conducted jointly by the SBE and the Council on Teacher Education and Certification.

LOUISIANA: 1985 legislation requires the Board of Regents to report the performance of all undergraduates to their local school systems.

MARYLAND: The SDE has asked for proposals from SCDEs to conduct follow-up studies on graduates to determine their effectiveness as teachers. Some seed money was provided for this purpose in the form of small grants given to two institutions to conduct the follow-up studies.

MASSACHUSETTS: Funded through Board of Regents' grants.

MINNESOTA: Funds have been granted to collect data on students and to develop a common data base. The Board of Higher Education requests that approved SCDEs annually collect data on the academic achievement and characteristics of those admitted to and graduating from teacher education programs.

MISSOURI: The Incentive for School Excellence Program provides competitive grants of $2,000 to $20,000 to teachers, or groups of teachers, for studies to improve instruction.

NEBRASKA: LB 994 would authorize some funds for research. No appropriations have been allocated.

NEW JERSEY: The Governor's Teacher Grant Program provides 30 $15,000 grants to practitioner researchers for the development of new ways to enhance student learning in their subject areas. These grants were initiated in 1986-87 and have been funded for 1987-88.

NORTH CAROLINA: The SEA may award contracts to individuals or IHEs. A state-funded Mathematics and Science Education Research and Development Center has been implemented at North Carolina State University; $75,000 in continuing state funds have been appropriated directly to the university for support of the center. In addition, a 1987 Task Force Report on Teacher Education recommended to the general assembly that programs of school-based collaborative research projects for school and college faculty be established. Selective projects have begun.

NEVADA: One institution in the state has been awarded a grant to study career ladder and master teacher incentive programs.

SOUTH CAROLINA: IHEs are required to send data on all outcome indicators, including NTE pass-rates, to the SDE. The SDE will establish minimum criteria for program approval on the basis of these data.

TEXAS: SB 994, passed by the assembly in May 1987, authorizes grants to IHEs for support of research in teaching, curricula, learning, and early childhood education, but no money was appropriated.

VIRGINIA: Small grants were available through the SDE to collect data and to design teacher evaluation plans for classroom performance models. These grants were not funded for the 1986-88 biennium.

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